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ABSTRACT

A four-section annotated bibliography is comprised of sources for information on evaluation intended for non-formal education (NFE) participants. Several themes and issues stand out in the documents cited: (1) the difficulty of isolating impacts and attributing them to a specific educational project; (2) the question of qualitative (focussing on descriptive features) vs. quantitative (focussing on measurable indicators) evaluation; and (3) the concept of participatory evaluation, in which local participants evaluate their own NFE programs with procedures they determine themselves. The first section, on evaluation methodologies, lists 96 references which discuss purposes, approaches, and methods of evaluation, and provide guidelines and criteria for conducting evaluations and impact analyses. A section on project evaluations describes 96 evaluation studies of specific NFE projects, programs, and workshops in areas such as health and nutrition, literacy, agriculture, communication, distance education, and women's integration in development. The third section, on cost effectiveness, annotates 50 references on the methodologies of cost-benefit analyses and includes examples of applications of such analyses to specific NFE programs. A final section lists six documents received as the final draft of the bibliography was being prepared. Annotations include availability information and indicate language of each publication. Dates of material range from 1971 to 1983, with some citations undated.

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ANNOTATED BIBLIOGRAPHY # 13

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ANNOTATED BIBLIOGRAPHY #13

Evaluation in Non-Formal Education:

A Selected, Annotated Bibliography

Prepared by
Lela Vandenberg
and the staff of the
Non-Formal Education Information Center

1983

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FOREWORD

Through its series of Annotated Bibliographies, the Non-Formal Education Information Center seeks to facilitate the sharing of materials among those actively engaged in non-formal education for development. The field of non-formal education is being built not only by a diverse transnational network of researchers and practitioners, but also by persons who are themselves the beneficiaries of non-formal education. For this reason, relevant literature is burgeoning from a variety of sources often eluding those most eager to access it.

One area in which there is always a demand for additional information is evaluation. Evaluation is a critical part of any project. Yet, identifying appropriate processes to go about evaluation continues to be a very difficult task for project planners, managers, field workers, and participants. This bibliography is an attempt to share with readers some of the materials available on the topic.

This annotated bibliography has been compiled from the resource collection of the Non-Formal Education Information Center and is the thirteenth in our series.

- No. 1 Women in Development
- No. 2 Non-Formal Education and Health
- No. 3 Literacy and Basic Education
- No. 4 Projects, Training, and Strategies for
Generating Income
- No. 5 Managing Development Projects
- No. 6 Children: Health, Education, and Change

- No. 7 Non-Formal Education and the Handicapped in Developing Countries
- No. 8 Appropriate Technology
- No. 9 Nutrition and Food--Education, Policy, and Practice
- No. 10 Non-Formal Education and Agriculture
- No. 11 Acquiring Financial Resources for NFE Projects
- No. 12 Journals and Newsletters on Non-Formal Education and Development
- No. 13 Evaluation in Non-Formal Education

The materials included in this bibliography have been brought to our attention by persons in the worldwide NFE network. We have included full information on document sources to assist readers in acquiring items of interest.

Though many staff members made important contributions to this bibliography, special acknowledgement is due to Mike DeVries for his invaluable assistance in the final stages of writing and editing. Others who deserve mention for their contributions to this bibliography include Lynn Joesting, Doree Mehretu, Evelyn Price, Sara Cummins, Sam Oleka, Kaji Shestra, and Darini Arulpragasam.

In recognition of others who have contributed to this publication the last page lists individuals who have served on the Center staff between 1976 and 1983.

We welcome suggestions from our readers.

Mary Joy Pigozzi
Director
Non-Formal Education Information Center

INTRODUCTION

Non-Formal educators are becoming increasingly concerned with evaluating their efforts. A shortage of resources available for development projects has forced those planning non-formal education (NFE) projects to justify requests for funds with carefully documented evidence of non-formal education's efficiency relative to formal education, its effectiveness in providing learners with what they need to know, and its positive impacts on learners' lives and communities.

This bibliography entitled "Evaluation in Non-Formal Education" is thus intended for planners, in the hopes of providing them with information to develop better projects and effectively evaluate their efforts. It is also addressed to implementors of NFE projects: those needing to assess what they have done; to improve what they are doing; to enhance their perspectives with data from other NFE efforts; and to help learners develop an evaluative approach to their own efforts. Those responsible for training people in conducting evaluations may also find this bibliography useful. And finally, we especially hope to serve learners, the intended beneficiaries of non-formal education, so that non-formal education can become a more effective tool in their efforts to improve their lives.

The bibliography consists of four sections:

- 1.0 Evaluation Methodologies. Contains references discussing purposes, approaches, and methods of evaluation, and providing guidelines and criteria for conducting evaluations and impact analyses.
- 2.0 Project Evaluations. Includes evaluation studies of specific NFE projects, programs, and workshops in areas such as health and nutrition, literacy, agriculture, communication, distance education, and women's integration in development.
- 3.0 Cost Effectiveness. Contains references on the methodologies of cost-benefit analyses, and includes examples of applications of such analyses to specific NFE programs.
- 4.0 Recent Acquisitions. Lists documents received by the NFE Center as the final copy of the bibliography was being prepared.

Several themes and issues stand out in a review of the documents cited here. One relates to the difficulty of isolating impacts (social, cultural, or economic) and attributing them to a specific educational program or project. In response to this problem, many references cite the need to clearly state objectives prior to project implementation, and the importance of understanding the theoretical base underlying one's efforts.

The question of qualitative evaluations (focussing on descriptive features) vs. quantitative evaluations (focussing on measurable indicators) is debated in many of the references. Local level field workers, who often must account for both types are caught in the middle of this debate. Aware of their dilemma, several authors stress the need to incorporate both qualitative and quantitative methods in measuring impacts at all levels of society.

A third major theme centers on the concept of participatory evaluation in which local participants, often in collaboration with an external facilitator, evaluate their own NFE programs with procedures they determine themselves. Promoters of this approach argue that local people have a deeper understanding of their own experiences and can thus produce more reliable evaluations and benefit greatly from the process. Other authors underline the need for standardized evaluation procedures implemented by objective outsiders. This would facilitate comparison among projects and result in more useful data for governments and aid agencies. As several references note, however, the two approaches are not necessarily mutually exclusive.

Evaluation is a key part of any project, having both short- and long-term benefits. There is probably no one "best" method of evaluation, but as we see from the references compiled here, a variety of approaches and examples are now available. We hope that this bibliography will help NFE planners, implementors, and participants make use of these approaches, so that evaluation can first serve those whom NFE projects are designed to assist.

--Lela Vandenberg

1.0 EVALUATION METHODOLOGIES

Adelman, Alan H. "Evaluation Perspectives in Consciousness-Raising Education." Comparative Education Review. Center for Latin American Studies, 4E04 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, Pennsylvania 15260, USA.

According to this article, consciousness-raising (CR) education has inappropriately been criticized for failing to provide learners with productive skills to overcome economic needs. The author argues that CR, based upon a theory that underdevelopment is caused by inequitable social structures, should rather be judged by measuring the increase both in learners' abilities to critically evaluate their social systems and in their actions to effect social change. After outlining two theories of underdevelopment and exploring their implications for evaluating CR education, he discusses several more appropriate instruments for measuring CR that have been developed in the contexts of various CR education programs, especially in Latin America. pp. 93-101.

Agency for International Development (AID). Design and Evaluation of AID-Assisted Projects. 1980. Training and Development Division, Office of Personnel Management, AID, Department of State, Washington, D.C. 20523, USA.

A collection of materials related to project planning, implementation and evaluation, designed as a resource for a workshop on Project Design and Evaluation, and as a reference manual for project planners. The document outlines agency-specific administrative procedures, and methodologies for project planning such as means-ends analysis, logical frameworks, and networking. It also includes basic statistical concepts, a project-evaluation design, check lists and examples for each step of project design and evaluation, a list of acronyms used by AID, and a glossary of evaluative terms. 264 pp.

Alderson, Jeff (ed.). Oxfam Field Directors' Handbook. Revised Edition. 1980. Overseas Division, Oxford Famine Relief (OXFAM), 274 Banbury Road, Oxford OX2 7D2, England, UK.

Outlines Oxfam's objectives and provides extensive guidelines for field staff and project leaders. The handbook contains guidelines on agricultural, health, social development and humanitarian programs, and disaster relief. An introductory section on project design and assessment includes a discussion of evaluation objectives, criteria, and methodologies. This discussion points out that the evaluation of a project entails not only an examination of financial and economic returns, but of social consequences as well. The handbook also includes a list of successful Oxfam evaluations, stating why each review was helpful. These reviews are then used as examples to explain the purposes of an evaluation. Special emphasis is placed on choosing evaluators and on participatory or self-evaluation approaches. Most sections conclude with a detailed bibliography and a checklist of questions for planning and evaluation. 454 pp.

American Council of Voluntary Agencies for Foreign Service, Inc. (ACVAFS). Criteria for Evaluation of Development Projects Involving Women. 1975. Subcommittee on Women in Development of the Committee on Development Assistance, ACVAFS, 200 Park Avenue South, New York, New York 10003, USA.

Though designed primarily for use by US voluntary agencies in evaluating their overseas programs for women, the document provides useful guidelines for examining all types of development programs. Also discussed are training courses for national and international development planners and public information courses for groups concerned with global issues. Case studies of six projects illustrate how various criteria can be used to conduct an on-going evaluation of the design, implementation and follow-up phases of a project. 44 pp. (Also available in French and Spanish.)

"Assessing NGO Schemes and Micro-Projects." The Courier. No. 72, March-April 1982. Commission of the European Communities, 200 Rue de la Loi, 1049 Brussels, Belgium.

Reviews some of the points taken into consideration by evaluators of small-scale projects, and discusses various implementation problems. pp. 82-84.

Bernard van Leer Foundation. Evaluation Studies on Early Childhood Education Programmes: Selected Titles. 1977. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, Netherlands.

Prepared for those planning or involved in early childhood education programs, the list reflects both formative and summative evaluation processes used in sources published since 1967. Includes a useful index. 128 pp.

Bernard van Leer Foundation. Integrated and Early Childhood Education: Preparation for Social Development. 1981. Bernard van Leer Foundation, P.O. Box 85905, 2508 CP, The Hague, Netherlands.

A summary report of the second Eastern Hemisphere Seminar held in Harare, Zimbabwe, during 24 February-7 March 1981. The seminar highlighted new roles for teachers, especially at the preschool level, in preparing youths to face future needs and problems. A new education model must link education with productivity, and recognize the distinctive traditions, attitudes, and values of the target people. Planning, implementing, monitoring, and evaluating strategies to improve the effectiveness of educational projects based on this model are discussed. 24 pp.

Bhola, H.S. Evaluating Development Training Programs: A Practical Manual for Trainers of Development Workers and Change Agents in the Third World. 1982. German Foundation for International Development (Deutsche Stiftung für Internationale Entwicklung), Simrockstrasse 1, 5300 Bonn 1, West Germany.

Provides fairly comprehensive conceptual and practical guidelines for evaluating training programs for development workers. Intended for use by trainers in evaluating their own programs, these guidelines discuss both the conceptual dimension of evaluation in terms of models and issues, and the practical dimension involving data collection and analysis. The author outlines a model training program called the Action Training Model (ATM) which entails active control by participants of program content within an intensive learning environment to facilitate movement from theory to practice. 291 pp.

Bhola, H.S. Evaluating Functional Literacy. 1979. English edition available from International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran; or Hulton Educational Publications, Ltd., Raans Road, Amersham, Buckinghamshire HP6 6JJ, England, UK. Spanish edition: Oficina de Educacion Iberoamericana, Ciudad Universitaria, Madrid 3, Spain. Arabic edition: Arab Literacy and Adult Education Organization (ARLO), P.O. Box 3217, Al Sadoon Street, 113 Abu Nawwas Street, Baghdad, Iraq. French edition: Conseil Regional pour l'Education et l'Alphabetisation des Adultes en Afrique (CREAA), Ministere des Affaires Sociales, B.P. 1247, Lome, Togo.

Seeks to present a situation-specific strategy (3-S) model for the operational evaluation of functional literacy programs and projects. Addressed to the middle-level evaluation worker, this manual defines evaluation; explores various evaluation models; and describes techniques for measuring change, collecting and analyzing data, and drawing conclusions from data. The 3-S model is advocated because of its adaptability to the needs and objectives of any social program. 164 pp.

Bunnag, Jane. Research and Evaluation: The DSCS Approach. RB-118. 1974. Development Support Communication Service (DSCS), United Nations Development Program (UNDP), P.O. Box 2-147, Bangkok, Thailand.

Discusses pre-project social science research for development projects as an important means to bridge communication barriers between target groups and project personnel and to make projects more relevant and effective. Specifically examines the role and procedures of DSCS in pre-operational research, pre-testing and field evaluation. 23 pp.

Center for the Development of Human Resources in Rural Asia (CENDHRA). The Bandung Papers: Guidelines for the Evaluation of Rural Development Projects of NGOs. CENDHRA Development Memo No. 4. 1980. CENDHRA, P.O. Box 458, Greenhills, San Juan, Metro Manila, Philippines.

Reports on the CENDHRA Evaluation Seminar held in Bandung, Indonesia in May 1980. Part I summarizes group discussion on purposes and procedures of evaluation. Part II describes 5 case studies, one using participatory evaluation; another of community-based integrated rural development (CBIRD) in Korea; and others concerning drinking water, health, and leadership training. Includes a description of CENDHRA evaluation services for Asian projects. 16 pp.

Chabotar, Kent J. and Lawrence J. Lad. Evaluation Guidelines for Training Programs. 1974. Training Division, Michigan Department of Civil Service, Lansing, Michigan 48913, USA.

Provides guidelines for evaluating training programs for public employees in state or local governments in the US. Intended as both a quick reference for solutions to evaluation problems and as a text on the fundamentals of evaluation training. This manual outlines a variety of alternative approaches to measuring the effectiveness of training programs constrained by time and funding. Many examples of practical methods for obtaining information and analyzing data on training effectiveness are provided in the text and the appendices. 253 pp.

Chantrill, David. "Principles and Practices of Program Evaluation." INNOTECH Journal. Vol. 6, No. 2, June-December 1982. Southeast Asian Ministers of Education Organization (SEAMEO) Regional Center for Educational Innovation and Technology (INNOTECH), U.P. Dillman, Quezon City, Metro Manila, Philippines.

This lead article from an issue devoted to evaluation of nonformal education programs presents an overview of program evaluation. A number of evaluation models, such as, Stake's Countenance Model and Stufflebeam's Context Input Process Product (CIPP) Model, are compared on a number of different characteristics including purpose, key viewpoint, personnel needs, risks, and pay-offs. The author goes on to suggest that any evaluation methodology should systematically answer questions of why, what, how, and whom to evaluate. Other articles in this issue evaluate non-formal education programs in the Philippines, Papua New Guinea, and Thailand. pp. 6-20.

Chernichovsky, Dov. "The Economic Theory of the Household and Measurement of Nutrition and Related Health Program." Reprinted from Robert E. Klein et al. (eds.). Evaluating the Impact of Nutrition and Health Programs. 1979. World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

This study describes an economic approach to the evaluation of nutrition and health-related programs, based on the "Home Economic Theory." The theory considers the household as the basic socio-economic unit within which decisions are made about allocation of the household's resources. The author discusses behavioral objectives and indicators of program effectiveness, and the problems of measurement. Basic differences between an experimental approach and an econometric approach in measuring program impact are contrasted. The author concludes that a combination of theoretical and other a priori considerations with econometric techniques and experiments is the most efficient way to measure program impact. pp. 227-67.

Chowdhary, Zafrullah. Organization, Supervision and Evaluation of Primary Health Workers. 1976. Gonoshasthaya Kendra (People's Health Center), P.O. Nayarhat via Bhamrai, District Dacca, Bangladesh.

This paper proposes the use of primary health workers instead of highly trained physicians to operate rural health-care centers in South Asia. The use of such health workers, who are part of the community they serve, would reduce the impact of the "brain drain" of physicians to the West, decrease the concentration of public expenditures on health in the urban areas of a country, and increase the participation of the villagers in their primary health-care concerns. The author suggests that evaluation does not need to be complex, and should include indicators such as the number of reported cases of diseases, comparison between the costs and benefits of using health workers instead of physicians, and mortality rates. 15 pp.

Clark, Noreen and James McCaffery. Demystifying Evaluation. 1979. World Education, Inc., 210 Lincoln Street, Boston, Massachusetts 02111, USA.

Report of a workshop in Kenya to assist non-formal education administrators in identifying and initiating evaluation approaches that would improve operations in their organizations. Describes how participants from four African countries created innovative village assessment techniques from their own experiences and from the basic evaluation approaches presented. The document also includes the participants' reflections on how the seminar experiences could aid in modifying or designing their own evaluation systems. 69 pp.

Cohen, John M. and Norman T. Uphoff. Rural Development Participation: Concepts and Measures for Project Design, Implementation and Evaluation. Rural Development Monograph No. 2. 1977. Rural Development Committee, Center for International Studies, Cornell University, 170 Uris Hall, Ithaca, New York 14853, USA.

Develops a framework for assessing rural development participation at the project or local level. The authors use the CADU Project (Chilalo Agricultural Development Unit) in Ethiopia to test the application of their framework and examine theoretical concepts and practical issues. Among the issues discussed are (1) the effects of structural project characteristics and the local social, political, and economic environment on participation; and (2) the quantitative and qualitative variables that may be used when measuring participation. Patterns in the CADU Project are described and analyzed according to four levels of participation: decision-making, implementation, benefits, and evaluation. The authors conclude there is no framework that can be uniformly applied or criteria that can be generalized for assessing participation in all development situations. Rather, such applications must be flexible enough to account for the combination of variables present in a particular project. 317 pp.

Coombs, Philip H., with Roy C. Prosser and Manzoor Ahmed. New Paths to Learning for Rural Children and Youth. 1973. International Council for Educational Development (ICED), P.O. Box 217, Essex, Connecticut 06426, USA.

Summarizes some of the results of a survey of twelve non-formal education programs in Africa, Asia, and Latin America. Undertaken by ICED, the study aimed to develop guidelines for assessing needs for non-formal education, planning effective and economical programs for rural children and youth, developing means to evaluate and strengthen programs, and defining ways in which agencies can implement programs. The document raises a number of questions related to such areas as neglected groups and learning needs; relationships between formal and non-formal education; effective methods, materials and personnel; and evaluation. 173 pp.

Couvert, Roger. Evaluation of Literacy Programs: A Practical Guide. 1979. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

Based on experience gained during the operation of the Experimental World Literacy Programme, the author discusses the theoretical and practical issues involved in judging the rate of program success or failure. Topics covered include techniques and instruments, preliminary studies, quantitative and qualitative evaluation of results, evaluation of program content and predicted changes, and global evaluation of a project. 168 pp.

Crone, Catherine D. and Carmen St. John Hunter (eds.). From the Field: Tested Participatory Activities for Trainers. 1979. World Education, Inc., 210 Lincoln Street, Boston, Massachusetts 02111, USA.

Emphasizes learner involvement in training activities. Prepared by trainers for trainers, this useful resource book contains a number of field tested exercises designed to help participants work effectively with adult learners. The exercises are described in detail, including the materials and resources required, and anticipated outcomes. The activities are arranged into five groups: Becoming a Learning Group, Discovering Needs, Choosing and Using Methods and Materials, Evaluating Impact and Results, and Planning and Field Testing Participatory Learning Activities. 148 pp.

Daines, Samuel R. with Bryant Smith, William L. Rodgers, and Fred Mann. Agribusiness and Rural Enterprise Project Analysis Manual. 1980. Agribusiness Division, Office of Agriculture, Development Support Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

AID produced this management guide for its project personnel involved in agribusiness and rural enterprise projects. The practical, field-oriented manual provides background information on AID development philosophies and on methodology for project analysis. Methodological topics addressed include: project identification, feasibility studies, cost-benefit analysis, data gathering, implementation and monitoring, and evaluation. 177 pp.

Deboeck, Guido and Bill Kinsey. Managing Information for Rural Development: Lessons from Eastern Africa. World Bank Staff Working Paper No. 279. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A paper reflecting the major themes of the Regional Workshop on Monitoring and Evaluation of Rural Development Projects held in 1979 in Kenya. Information obtained from monitoring and evaluation (M&E) is seen as critical in determining the extent to which project objectives for eliminating poverty are being achieved. Over 10 years of M&E experiences with East African rural development projects formed the basis for the topics explored: the need for information (by whom, for whom, and for what purposes); methods of collecting, processing, analyzing, and presenting data; and the organization of M&E units. Conclusions suggest that project-level users of information should rank highest in priority; that both longitudinal and cross-sectional data are required; that in-house M&E is preferable to that done by temporary consultants; and that central M&E units must be responsible for synthesizing results to make cross-project comparisons and extract general findings and lessons. 78 pp.

Deboeck, Guido, and Ronald Ng. Monitoring Rural Development in Asia. World Bank Staff Working Paper No. 439. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A synthesis of findings and conclusions from the discussions held by participants in a workshop on monitoring and evaluation of rural development projects in East Asia and the Pacific. The report concentrates on the managerial, technical and institutional aspects of monitoring. It includes summaries of discussions on topics such as expectations and disillusion about monitoring, data collection and analysis, staff and resource requirements, and the role of consultants and the use of external expertise for monitoring. It also describes a field exercise in which participants designed monitoring and evaluation systems for various components of the Muda Irrigation Scheme. Annexes include abstracts of 21 case studies submitted by workshop participants. 91 pp.

Denver Research Institute. Handbook on Management Development Workshops for Applied Research Institutes. 1978. Office of Science and Technology, Bureau of Development Support, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

This handbook is designed to provide a systematic procedure for planning, organizing, and conducting workshops to train managers of Applied Research Institutes (ARIs) in less developed economies. The final section deals with the follow-up and evaluation of a workshop. This is viewed as one of the most important elements of a management development program because it can encourage workshop participants to put what they have learned into practice, as well as determine the workshop's effectiveness and point to ways it can be improved. Three levels of evaluation are recommended. These are the reaction level, at which those involved give opinions about the quality and usefulness of the workshop; the learning level, at which participants' retention of the workshop content is measured; and the behavioral level, at which both immediate and long-term behavioral changes are observed. 98 pp.

Development Communication Report. No. 29, January 1980. Development Communication Report, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.

A special issue focusing on project evaluation. Two articles are of particular interest. The first, "Is Evaluation Useful?" by Emile McAnany, points out that evaluation is rarely geared towards project managers, and that most evaluations are seldom generalizable because they lack clear descriptions of contextual factors. The second article "Shedding Some Light on Evaluation's Myths" by Robert C. Hornik exposes the often political and biased nature of evaluations. The author questions the usefulness of field experiences, social science research methods, and pilot projects as evaluation strategies. Both articles stress making evaluations that are generalizable and therefore useful for future policies, and sharing the findings with projects managers. 16 pp.

Dixon, Ruth B. Assessing the Impact of Development Projects on Women. AID Program Evaluation Discussion Paper No. 8. 1980. Office of Women in Development (PPC/WID) and Office of Evaluation, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Methods of project-evaluation now in use are inadequate for providing an accurate assessment of the accompanying social effects on women. So Ruth Dixon concludes this report analyzing evaluations available for 32 selected development projects in which women were the intended beneficiaries. Initially, the report catalogues the projects according to purpose (those designed to increase productivity versus those designed to improve welfare) and sector (e.g., agriculture, education, health, community organization). The projects are then analyzed according to intended beneficiaries, the means used to achieve stated purposes, and their treatment of women's roles. In looking at the adequacy of the treatment received by women, Dixon rates the development projects on three factors: (1) extent of women's participation in decisionmaking; (2) extent of their direct access to project benefits; and (3) immediate and long-term effects on women's social and economic status (both in terms of absolute changes and changes compared to the status of men in the family or household and within the community). She then offers a series of thought-provoking "lessons learned" for each aspect of women's participation, with suggestions for a more suitable evaluation system. An important resource for development planners, administrators, and evaluators. 105 pp.

Dulansey, Maryanne L. (ed.). Approaches to Appropriate Evaluation: A Report on a Series of Workshops on Evaluation. 1978. American Council of Voluntary Agencies for Foreign Service (ACVAFS), Inc., Technical Assistance Information Clearing House (TAICH), 206 Park Avenue South, New York, New York 10003, USA.

Papers in this volume address a wide range of practical and theoretical issues concerning the evaluation of development projects. One section, for example, includes several articles on incorporating evaluation plans into programs during their formative stages, thus forcing the establishment of clear goals at the onset of the project. "Evaluation for Specific Impact--Criteria for the Evaluation of Development Projects Involving Women", by Maryanne Dulansey, outlines a series of questions and points to be considered when evaluating the impact of development projects on women. Also included are a discussion of needs assessment as a strategy for participatory evaluation, and case studies of needs assessment surveys in several countries. 130 pp.

Farmer, James Jr. and George Papagiannis. Program Evaluation: Functional Education for Family Life Planning III. 1975. World Education Inc., 210 Lincoln Street, Boston, Massachusetts 02111, USA.

From a discussion of the meaning, strategies, roles, and methods of evaluation, the authors suggest that evaluation is both an educational tool and a social process with political and economic implications. They also discuss evaluation problems specifically related to "broad aim" non-formal education, defined as a form of education deliberately linked to societal or individual problem-solving, as opposed to the teaching of a specific skill. Specific guidelines for evaluating programs provide a framework for addressing questions regarding underlying philosophy, values, assumptions, goals and objectives, intended and unintended consequences, and the participants' perceptions of outcomes. 46 pp.

Ferreira, Joseph and Bill Burges. Collecting Evidence. A Layman's Guide to Participant Observation. 1976. Institute for Responsive Education, 704 Commonwealth Avenue, Boston, Massachusetts 02215, USA.

The authors maintain that members of local communities can be active in solving community and educational problems. To aid this process they present a step-by-step guide to participant observation as a method for gathering data. In addition, they provide descriptions of different types of data and suggest methods to collect information and use it. Although this manual does not specifically address data collection for evaluation purposes, it contains information relevant to data collection for any purpose. Its clarity, practical illustrations and self training exercises make this manual particularly useful. 22 pp.

Feuerstein, Marie Therese. "Participatory Evaluation: By, With and For the People." RRDC Bulletin. March 1982. Reading Rural Development Communications (RRDC), University of Reading, Agricultural Extension and Rural Development Centre, London Road, Reading RG1 5AQ, England, UK.

Discusses the concept of participatory evaluation, defined as the active involvement of community members to decide upon the method and means of an evaluation as well as to share information and ideas about how a project affects them. In this conception, an external resource person or "expert" helps to organize the people and the information they provide about the project's effects on their lives. The author suggests that an important role of the external participant in the final phase of the evaluation is to assist in the formal write-up of project results in terms both meaningful and useful to the participants. Thus evaluation should help people better understand their own situation as well as see the wider picture in the community. Four international case studies demonstrate how project participants shared and analyzed information with the assistance of an outside resource person, and how such co-operation can successfully combine the technical skills of outsiders with the intimate knowledge about a community provided by project participants. pp. 18-23.

Fitz-Gibbon, Carol Taylor and Lynn Lyons Morris. How to Calculate Statistics. 1978. Sage Publications Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

Part of a practical kit for program evaluators, this workbook contains worksheets with step-by-step instructions for calculating and interpreting a number of useful statistics. Some of these include t-tests for matched or unmatched groups, Mann-Whitney U tests, the sign test, correlation coefficients for rank order, rank biserial and point biserial data, phi coefficients, confidence intervals, and the chi-square test. Using computers to conduct statistical analyses is also discussed in the context of the set of programs known as the Statistical Package for the Social Sciences (SPSS). 142 pp. (For a complete listing of titles in the Program Evaluation Kit see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Fitz-Gibbon, Carol Taylor and Lynn Lyons Morris. How to Design a Program Evaluation. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

Part of a series of practical handbooks for program evaluators, this work provides an overview of the various methods used for gathering data to evaluate educational programs. Control group, time-series, and before-and-after designs are described for comparing two treatment groups. For dealing with more than two groups, the authors discuss the analysis of variance approach. The essential steps in implementing each design, simple techniques for analyzing the data, and points to bear in mind in presenting the results are discussed in some detail, along with practical methods for random sampling. 164 pp. (For a complete list of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Fontecilla C., Eugenia. La Radio: Una Guía Para Programadores. 1979. Secretariado de Comunicación Social (SEDECOS), Casilla No. 16243 — Correo 9, Providencia, Santiago, Chile.

A manual intended for program planners and writers for educational radio in Latin America. It includes guidelines for programming, principles for radio language, a discussion of desirable personnel characteristics, and suggestions for designing feedback and evaluation systems. In Spanish. 108 pp.

Food and Agriculture Organization of the United Nations (FAO). Small Farmers Development Manual. Vols. 1 and 2. 1979. FAO Regional Office for Asia and the Far East, Phra Atit Road, Bangkok 2, Thailand.

A manual for project planners and extension workers in Asia. Volume 1 (206 pp.) explains how to form grassroots organizations to foster self-reliance among small farmers, small fishermen, and peasants. Also includes guidelines for low-cost group production of rice, livestock raising, low-cost technology for irrigation, and fisheries and aquaculture, as well as a section on farm women's income-generating activities. Volume 2 (78 pp.), directed at planners and administrators, describes how Field Workshops can be used to decentralize the planning, implementation and evaluation of rural development projects.

Fordham, Paul (ed.). Participation, Learning, and Change. 1980. Commonwealth Secretariat, Marlborough House Pail Mall, London SW1Y 5HX, England, UK.

A book summarizing papers presented at the 1979 Commonwealth Specialist Conference on Non-Formal Education for Development in New Delhi. One chapter discusses three approaches to non-formal education project research and evaluation: traditional, emphasizing quantitative measures; action, stressing continual feedback between researchers and community members; and participatory, advocating active recipient involvement and control in all phases of research and evaluation procedures. Recommendations to insure greater democratization of research and evaluation methodologies include studying political implications of participatory approaches and communicating the research findings back to the communities in clearly understandable reports. 223 pp.

Freeman, Howard E., Peter H. Rossi, and Sonia R. Wright. Evaluating Social Projects in Developing Countries. 1979. Development Centre of the Organization for Economic Co-operation and Development (OECD), 2, rue Andre-Pascal, 75775 Paris Cedex 16, France.

Prepared for planners, administrators and project personnel who are involved in designing, implementing, and assessing the impacts of projects aiming to improve social conditions and community life. The authors review existing evaluation processes, techniques, and tools, and discuss their strengths and weaknesses in relation to social projects. They identify four uses of evaluation—for planning, for monitoring implementation, for assessing impacts, and for determining cost-benefits and cost effectiveness—and describe the purposes of each. They conclude that given the mix of positive and negative effects of social programs, systematic evaluation during various project phases is necessary to provide valid and reliable information for effective social interrelations. 233 pp.

Galtung, Johan and Veslemoy Wiese. Measuring Non-Formal Education. Paper No. 14. n.d. Chair in Conflict and Peace Research, University of Oslo, P.O. Box 10.0, Oslo 3, Norway.

Argues that non-formal education is a two-way social learning process in which the learner is not only the recipient of change but also effects change. As a result, non-formal education should not draw its evaluation methodology solely from traditional educational settings, but also from the case study approaches of sociology and anthropology. The authors also contend that learners and teachers should be involved in the conduct of evaluation. 31 pp.

Galvis, Jorge N., Victor M. Gonzalez C., and Gustavo Sanchez G. Programa de Educacion Superior a Distancia: Universidad A Distancia. 1979. Instituto Colombiano para el Fomento de la Educacion Superior. Apartado Aereo 6319, Bogota, D.F., Colombia.

Describing evaluation as a systematic assessment of how well results meet intended goals, the authors present a detailed plan for evaluating the Distance University program. Specific methods to be used—self-evaluation, panel of experts, objective tests, observation analyses, and interviews—are discussed in light of their merits for the proposed study. The study intends to focus on the University's economic, political, educational, and cultural contexts. In Spanish. 88 pp.

Goodman, Louis, J. and Ralph N. Love (eds.). Management of Development Projects: An International Case Study Approach. 1979. Pergamon Press, Inc., Maxwell House, Fairview Park, Elmsford, New York 10523, USA.

In this first book in a series on project management, the authors cite a lack of viable policies coupled with poor management, as the primary reason why many development projects fail to reach their goals. Their aim, therefore, is to provide material for use in curricula for training project managers. Five case-studies (from the South Pacific, Indonesia, the Philippines, Thailand, and the US) serve to illustrate common management factors, at the same time indicating the influence of specific local environments on management decisions and methods. The Integrated Project Planning and Management Cycle (IPPMC) is the conceptual framework employed in all five case-studies. The IPPMC has four major phases: Planning, Appraisal, and Design; Selection, Approval, and Activation; Operation, Control, and Handover; and Evaluation and Refinement. Evaluation is seen as more beneficial to the project when it is included in each phase throughout the IPPMC process. 258 pp.

Hageboeck, Molly with Glynn Cochrane, et al. Manager's Guide to Data Collection. 1979. Office of Evaluation, Bureau for Program and Policy Coordination, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

The guide is prepared for program and project managers who need data on which to base decisions and evaluative judgements about project design and implementation. The guide addresses questions and issues related to scope and specificity of a study, designing a field study for data collection, and specific techniques and procedures that can be used for sampling the population unit and collecting information pertaining to the project. 99 pp.

Hein, Charles T. and Dennis T. Lowry (eds.). Appropriate Techniques of Evaluating Adult Literacy Programmes. Afrolit Paper No. 4. 1979. Afrolit Society, P.O. Box 72511, Nairobi, Kenya.

A report of a workshop held in Nairobi, Kenya, in 1977. Emphasizes "appropriate evaluation", described as the quickest, easiest, cheapest, and most culturally relevant means of determining whether a program's goals and objectives have been achieved. Includes papers which explain how to conduct program evaluations, measure the readability of written materials, and involve participants in evaluations. Also includes a description of a similar workshop held in Mombasa, Kenya in 1978. 88 pp.

Helzner, Judith F. Evaluating Small Grants for Women in Development. 1980. Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

The author proposes a framework for evaluating the impact of small grants (\$500 to \$5000) for women's development projects. The framework utilizes five transition criteria to examine project-related change. These include changes from personal to task orientation, from external to internal motivation, from informal to formal structure, from social welfare to self-help philosophy, and an increasing orientation towards women in development ideology. The author suggests adapting a process-outcome-impact model, including case studies, progress reports, before-and-after comparisons, and experience exchanges, to assess the transition criteria. She also suggests making comparisons between individual grants and clusters of programs to assess them as a whole. Existing evaluation models for evaluating small grants are also reviewed. 36 pp.

Henerson, Marlene E., Lynn Lyons Morris, and Carol Taylor Fitz-Gibbon. How to Measure Attitudes. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC4Y 8QE, England, UK.

Part of a series of guides for program evaluators, this book concentrates on the measurement of attitudes and attitude changes in evaluating educational programs incorporating attitudinal objectives. Authors discuss the advantages and disadvantages of the various approaches to data collection including self-report, report by others, records, and sociometric measurement by, for example, peer-rating. The author also provides conceptual guidelines for developing one's own measures, such as a questionnaire, an attitude rating scale, written reports, direct observation, or sociometric instruments. 184 pp. (For a complete listing of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Hoskins, Marilyn and Fred R. Weber. Field and Training Manual: Selection, Introduction and Evaluation of Appropriate Technologies for Women. Household Level Appropriate Technologies for Women, Part III. n.d. Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Washington, D.C. 20523. USA.

The third in a series of volumes devoted to appropriate technology issues and case studies, and practical guidelines for selecting, introducing, and evaluating appropriate technologies to address the needs and problems of women. This manual discusses specific methods for identifying needs and problems, selecting alternative solutions, pre-testing potential solutions, implementing the chosen technologies, and evaluating results. The annex includes fairly detailed discussions of the decision criteria used in the pre-test and a format for a training course to accompany the manual. 71 pp.

Ingle, Marcus D. and Dennis A. Rondinelli. "Assessing the Viability of Small Industry Support Organizations." National Development: Modern Government. Vol. 21, No. 9, 1980. Intercontinental Publications Inc., Box 5017, Westport, Connecticut 06880, USA; or Dennis A. Rondinelli, Graduate Planning Program, The Maxwell School, Syracuse University, 721 Ostrom Avenue, Syracuse, New York 13210, USA.

Discusses the need for government agencies, development banks and finance corporations, and industrial development corporations to support and promote small-scale industries in order to stimulate rural economic development in developing nations. Charging that there have been few systematic assessments of such support organizations, the authors describe an "Institutional Viability Model" for assessing these organizations from both internal and external points of view. This model is based on cognitive images of an organization's purpose; attitudes toward the organization as a result of the image; and the organization's financial resources. The article also outlines the kinds of support needed by small-scale industries. pp. 54-65.

International Institute for Adult Literacy Methods (IIALM). The Design of Educational Programmes for the Promotion of Rural Women. 1975. International Institute for Adult Literacy Methods, P.O. Box 1555, Tehran, Iran.

Reports on an international seminar held in 1975 and co-sponsored with the Women's Organization of Iran. Describes literacy and other types of projects in several countries. Discusses various methods of organizing and evaluating projects. Also lists possible objectives for educational programs and suggests that comprehensive programs for reaching entire communities are needed. 270 pp.

Jarmul, David. Plain Talk: Clear Communication for International Development. 1981. Volunteers in Technical Assistance (VITA), 1815 Lynn Street, Suite 200, Arlington, Virginia 22209, USA.

Shows writers, program planners, and field workers how to write clear simple English that ordinary people can understand. This readable and entertaining manual presents suggestions for planning, rules of simple English, and ways to evaluate the clarity of written work. Also includes a chapter on graphic communication and a list of examples of "development jargon" with alternatives in everyday English. 76 pp.

Jesudason, Victor, Prodipto Roy, Anita Dighe, and B.B. Chatterjee. Outcomes of Literacy: How to Measure Them?. n.d. Available from the Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Discusses ways for evaluating literacy programs according to the objectives of teaching basic literacy skills, developing functional literacy, increasing awareness in individuals of their own capabilities, and facilitating cognitive development. A simple conceptual model indicating relationships between these objectives and the ultimate goal of improving the quality of life is provided. Authors also give a brief description of an application of this conscientization perspective in an Indian context. 32 pp.

Jones, Edna M., Sara J. Munger, and James W. Altman. A Field Guide for Evaluation of Nutrition Education. 1975. Agency for International Development (AID), Office of Nutrition, Technical Assistance Bureau, Department of State, Washington, D.C. 20523, USA; or Synectics Corporation, 4790 William Flynn Highway, Allison Park, Pennsylvania 15101, USA.

Based on the assumption that malnutrition is largely the result of ignorance and inappropriate food habits, this guide is intended to provide nutrition educators with the methodology and basic tools to determine if their educational programs are effecting changes in food-consumption behaviors, as cost-effectively as possible. 75 pp. + appendices.

King, Maurice, Felicity King, and Soegabio Martodipoero. Primary Child Care--A Guide for the Community Leader, Manager, and Teacher. Book Two. 1979. Oxford University Press, Walton Street, Oxford OX2 6DP, England, UK.

Designed to complement A Manual for Health Workers--Book 1, an illustrated health care manual. Book 2 provides a guide for supervisors of health care personnel, such as district medical officers or senior nurses, on how to evaluate their staff's knowledge of child health care. It explicitly describes ways to test health workers so as to assess their needs for further training, as well as ways to evaluate the efficiency of procedures and facilities. A major component of the guide is a section of multiple-choice questions to facilitate self-learning and self-evaluating by means of pre-tests, questions to study and practice on, and post-tests, based on information from Book 1. 194 pp.

Klatter, Matty. Evaluation of Social Projects: A Selected and Annotated Bibliography. 1978. Institute of Social Studies, 251 Badhuisweg, 2597 JR, The Hague, Netherlands.

Highlighting the social effects of a project or program, this bibliography contains references describing evaluation methods, techniques, and tools. It also includes references dealing with the application of evaluation research to such fields as community development, education and training, health, population control and rural development. 49 pp.

Kline, David. Planning Education for Development: Volume III, Research Methods for Educational Planning. 1980. Center for Studies in Education and Development, Harvard Graduate School of Education, Harvard University, Cambridge, Massachusetts 02138, USA.

Provides some instructional packages for designing and conducting empirical educational research. Section 9, especially, deals with evaluation research which is intended to provide decision-makers with both subjective and objective information on educational programs. After presenting a brief conceptual background, the author offers a case study of curriculum evaluation in Colombia along with reprints of a number of articles which discuss in greater depth some of the conceptual issues behind this type of study. 503 pp.

Krauter, Armin. Kenya: The Evaluation of Non-Formal Education Within the Framework of Dependency Theory. 1976. Available from the author, Kreuzstrasse 6, 8 Munchen 2, West Germany.

Sets up criteria for evaluating non-formal education in developing countries. Within the framework of dependency theory, the author portrays the Kenyan educational system as contributing to injustice and dependency, and suggests non-formal education as a more effective means of improving the lot of rural people. An evaluation model allowing comparisons among alternative educational modes is presented. The model incorporates the description, cost effectiveness, contributions, and outputs of educational processes. 65 pp.

Ledesma, Antonio L., Angelita Yap Ledesma, Antonio B. Quizon, and Alexis M. Salinas. The Cooperative Experience in Asian Cultures. 1982. Centre for the Development of Human Resources in Rural Asia (CENDHRA), 2230 Narra Street, United Paranaque 1, Metro Manila, Philippines.

Report on a workshop organized to reexamine the Asian experience with cooperatives in terms of the impact of cultural factors. A short section summarizes recent literature concerned with evaluating cooperatives in an Asian context. Some of the frontiers of research reflected by the literature include recognizing the effect of differences in conceptual frameworks, either pragmatic or idealistic; determining the criteria for measuring success; and focusing on the interplay of macro- and micro-economic factors--rather than viewing them separately--in ascertaining sources of success or failure in a cooperative. pp. 37-40.

Lowdermilk, Max and W. Robert Laitos. "Towards a Participatory Strategy for Integrated Rural Development." Rural Sociology. Vol. 4, No. 4, 1981. Rural Sociological Society, University of Tennessee, 325 Morgan Hall, Knoxville, Tennessee 37916, USA.

This paper stresses local autonomy and involvement as cornerstones in rural development, and acknowledges the need to increase national commitment to such development. Important factors to be included in any rural development project are described. Finally the authors use successful water management projects in Pakistan and Egypt to outline and examine a seven-stage project development approach, the participatory research development strategy (PRDS). Evaluation for project improvement and for future project design is an important part of the approach. Authors recommend that it be included in each phase of the PRDS. pp. 687-702.

Luft, Murray. Popular Adult Education: The Bolivian Experience. 1983. Murray Luft, 4224 Gloucester Dr., S.W., Calgary, Alberta T3E 4V9, Canada.

A discussion paper reporting research on "popular education"--education for marginal groups to empower them to transform society from the bottom up. The author examines popular education institutions (PEIs) in Bolivia, discussing their methods, operational strategies, and impacts. A section in this discussion paper examines some of the methodological issues related to evaluating the impact of non-formal education programs directed toward increasing socio-political conscientization among rural poor. Such programs can be evaluated on the basis of increases in levels of critical awareness, and participation in empowering processes such as the democratic process, organizational activities, and social change at both local and societal levels. 132 pp.

Lynton, Rolf P. and Udai Pareek. Training for Development. 1978. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

Provides an overview of training, focusing on aims, process, and the relationships among trainers, participants, and sponsoring organizations. Authors detail three phases of the process--pre-training, training, and post-training--and conclude with a section on training institutions and the future. The section on post-training gives suggestions on how to re-address common problems in training programs, and describes support mechanisms for the newly trained. It also outlines an approach to evaluation which includes three components: evaluation of the training program, its objectives, and the participants. 408 pp.

Macagba, Rufino L. Health Care Guidelines for Use in Developing Countries. 1977. Missions Advanced Research and Communication Center (MARC), World Vision International, 919 West Huntington Drive, Monrovia, California 91016, USA.

A detailed outline intended to be used as "a step-by-step guide to more effective health care." The document briefly looks at the main health problems and their causes among the poor in developing countries. The remainder of the work gives simple guidelines on how to develop "a health care project or program for improving the health of a chosen population." Of particular interest is the final section, entitled "Controlling Health Projects and Programs", which examines the measurement of program and project performance, the purpose and necessity of periodic reviews, and types of post-evaluation action. 41 pp.

MAGI Educational Services. Developing Effective Evaluations for Adult Education Programs: A Handbook for Administrators and Evaluators. Prepared for the Division of Adult Education, U.S. Office of Education. 1979. MAGI Educational Services, Inc., 26 Calvert St., Harrison, New York 10528, USA.

This document contains two handbooks written for administrators and evaluators of adult education programs, prefaced by a basic introduction to evaluation standards and procedures. Designed for those with limited research and statistical knowledge, this publication is intended to help administrators implement evaluation studies of their programs. Key aspects of evaluation design are presented with reference to issues and procedures for adult education evaluations. The authors advocate frequent use of external review, and building evaluation procedures into the initial project design. An example of a successful application for the national validation of an adult education program is appended. 55 pp.

Mayo-Smith, Ian. Guidelines to Writing Official Reports. 1978. Kumarian Press, 29 Bishop Road, West Hartford, Connecticut 06119, USA.

A reference manual designed to assist public administrators in the task of writing reports. Initially developed through classroom use in East and West Africa, the manual provides a helpful discussion of the various steps involved in compiling a report, from the initial gathering of information to the actual writing. A section on evaluating reports contains a checklist of questions to be used in critically analyzing the strengths and weaknesses of reports. 34 pp.

Montgomery, John D. Food for Thought: Three Recipes for Appraising Nutrition Programs. SEADAG Papers on Problems of Development in Southeast Asia. 1976. Southeast Asia Development Advisory Group (SEADAG), 505 Park Avenue, New York, New York 10022, USA.

Presents three contrasting approaches for describing and analyzing nutrition policies. Citing examples from selected developing countries, the author suggests ways that each of the three approaches (identifying actors in different stages of policy-making, observing how target groups are selected and how they respond to particular programs, and analyzing specific decisions) might be used to improve ongoing nutrition programs. Also, offers suggestions for making these approaches a regular part of the policy process. 21 pp.

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. Evaluator's Handbook. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

This manual serves as a directory to the Program Evaluation Kit developed by the Center for the Study of Evaluation (CSE) at the University of California, Los Angeles, for use by evaluators of educational programs. The authors emphasize CSE's evaluation model which focuses on when to evaluate, distinguishing between "formative" evaluation, conducted during planning and execution of a program, and "summative" evaluation, conducted upon completion to assess program effectiveness and impact. The handbook explains the differing roles of the formative and the summative evaluator, and includes step-by-step guidelines for conducting both types of evaluation. These guidelines include frequent references to the Kit's seven separately-published procedural guides: How To Deal With Goals and Objectives; How To Design A Program Evaluation; How To Measure Program Implementation; How To Measure Attitudes; How To Measure Achievement; How To Calculate Statistics; and How To Present An Evaluation Report. 133 pp. (See separate headings for descriptions of the Program Evaluation Kit's "procedural guides".)

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. How to Deal with Goals and Objectives. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

First in a series of practical guides to evaluation, this manual is intended to aid program evaluators in discovering, delineating, and prioritizing clear goals and objectives as the important first step in planning a program evaluation. It provides detailed instructions for stating objectives and outlines five methods for establishing priorities among them. 78 pp. (For a complete listing of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. How to Measure Achievement. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

Part of a series of guides for program evaluators, this book addresses methods for measuring the performance of education programs in relation to achievement objectives. The authors suggest ways for locating and obtaining existing achievement tests, and present a three-step process for comparing them in order to determine the most appropriate one to evaluate a particular program. A list of resources for anyone interested in developing their own measurement tool is provided along with a discussion on the desired qualities of such tools in terms of validity and reliability. Guidelines for interpreting and analyzing test scores are also presented. 159 pp. (For a complete listing of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. How to Measure Program Implementation. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

Offers practical guidelines for evaluating the implementation of education projects in terms of achieving procedural objectives. The authors focus on the aspects of the program which should be included in an implementation report including background information on and special features of the program. They also suggest that answers to questions related to the purposes of the evaluation, the nature of the critical features of the program, and the extent of variation in program activities will help guide an evaluator. Some methods for obtaining and interpreting data from program records, direct observation, and participant response are also described along with a general outline for an implementation report. 140 pp. (This book is part of a series of practical guides for program evaluators. For a complete listing of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Morris, Lynn Lyons and Carol Taylor Fitz-Gibbon. How to Present an Evaluation Report. 1978. Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, USA; or Sage Publications Ltd., 28 Banner Street, London EC1Y 8QE, England, UK.

Last in a series of practical guides to evaluation, this manual includes suggestions for organizing information, a model outline for presenting a report, and tips on effective communication of results. The guide also includes a section on the use of graphs and tables to present data, and suggestions for further reading. 80 pp. (For a complete listing of titles in the series see Lynn Lyons Morris and Carol Taylor Fitz-Gibbon, Evaluator's Handbook.)

Neumann, A.K., B.A. Neumann, and A.E. Ifekwunigwe. "Evaluation of Small-Scale Nutrition Programs." Reprinted from The American Journal of Clinical Nutrition. Vol. 26, April 1973. Available from Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Suggests that building an evaluation component into any nutrition program is essential to ensure effectiveness, flexibility, and staff morale. Discusses the importance of clearly stated goals, measurable criteria, and cost analysis. pp. 446-452.

Ninan, Sevanti. "Participatory Evaluation." Voluntary Action. Vol. 23, No. 11, June 1981. Association of Voluntary Agencies for Rural Development (AVARD), 5 Deen Dayal Upadhyaya Marg, New Delhi 110002, India.

Examines the concept of participatory evaluation in terms of the individuals or organizations involved and the outcome of the review. Ninan defines participatory evaluation as community feedback which enables those involved in a project to decide whether or not they are making progress in a given context. The need for project planners and implementors to be open to change is stressed. In addition, Ninan points out that participatory research, which is often a component of participatory evaluation, should benefit not only those doing the research, but those for whom the research is conducted as well. pp. 443-444.

Norman, D.W. Methodology and Problems of Farm Management Investigators: Experiences from Northern Nigeria. African Rural Employment Research Network, Paper No. 8. 1973. Department of Agricultural Economics, Michigan State University, 202 Agriculture Hall, East Lansing, Michigan 48824, USA.

The author describes the experiences of the Rural Economy Research Unit (RERU) in carrying out village studies in Nigeria since 1965. The data collected through these village studies are particularly useful for policy analysis of rural employment and rural development at the local, regional, and national levels. It was found that the RERU used the "frequent interviewing approach" in its farm-management studies, mostly because farmers in the northern part of Nigeria are usually illiterate. This method proved appropriate and helped RERU obtain in-depth information on the social and economic factors affecting each farming unit. Norman also discusses some of the problems encountered when collecting the data. These include choice of the survey period; the effect of seasonal variation; data collection by field and plot; poor estimation of time, distance, and area; measuring crop yields; missing data; sensitive data; and data accuracy. Although not specifically addressing data collection for evaluation, the information provided can be easily applied to evaluation purposes. 45 pp.

Nturibi, Daudi N. Training in Techniques for Evaluation of Basic Education and Development Training Programmes: Review of an Action Training Model. n.d. German Foundation for International Development, ABT-II Erziehung, Wissenschaft und Dokumentation, 5300 Bonn 1, Endenicher Strasse 41, West Germany.

Outlines the objectives, approaches and methods, types of participants, resources, content, and experiences of a series of workshops in techniques for program evaluation, jointly sponsored by the Institute of Adult Studies at the University of Nairobi and the German Foundation for International Development. The document explains the basic approach of the workshops as one of practical activities and peer sharing in the design and implementation of evaluation plans. The series is composed of three main stages that explore, through active participation, a broad scope of activities including explaining why evaluations are necessary, developing and planning evaluation proposals, collecting data, and writing reports. During the final stage, a new group joins the existing group, with the experienced participants aiding the newcomers. 44 pp. (A brief outline of the project can be found in "Evaluation of Basic Education and Development Training Programmes", by Joe Dondo in Kenya Journal of Adult Education, Vol. 8, No. 1, 1980, pp. 32-35.)

The Overseas Education Fund (OEF). The Programmer's Tool Kit. n.d. OEF, 2101 L Street, N.W., Suite 916, Washington, D.C. 20037, USA.

This manual outlines the processes of proposal writing and project evaluation. The third section presents practical guidelines for evaluating projects and development programs. Authors summarize steps involved in "formative evaluation" (on-going feedback on project implementation) and "summative evaluation" (appraisal of the outcome of a project). The guidelines emphasize involving participants in the evaluation process as "experts" who are able to provide valuable insights on the community and its problems. They also recommend using the process to recognize accomplishments and suggest improvements, rather than to judge. 31 pp.

Paulston, Rolland G. Changing Educational Systems: A Review of Theory and Experiences. 1978. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Outlines eight theoretical models of educational change, in an attempt to make clear the unspecified assumptions implicit in national educational change efforts. The assumptions, scope, and expected outcomes are described for the evolutionary, neo-evolutionary, systems, conflict, structural-functional, Marxist, and neo-Marxist theories. The author contends that many national educational reform strategies have been influenced by subjective ideologies and views of social reality. Also provides an extensive annotated bibliography dealing with the evaluation of educational reform efforts from a theoretical and methodological base, and case studies evaluating educational reforms in developed and developing countries. 526 pp.

Pineo, Charles S., David W. Schnare, and G. Wade Miller. Environmental Sanitation and Integrated Health Delivery Programs. American Public Health Association (APHA), International Health Programs Monograph Series, No. 4. 1981. APHA, International Health Programs, 1015 Fifteenth Street, N.W., Washington, D.C. 20005, USA.

The monograph places technological aspects of environmental health services in the context of inclusive health programs. The authors provide guidelines for planning, implementing, and evaluating environmental health programs and discuss various aspects of community participation in such programs. They emphasize that the key features of successful programs are: cooperation among planners, engineers, administrators, community health workers and villagers; and decentralization of responsibility. A useful selected bibliography and organization listing are provided. 82 pp.

Pisharoti, K.A. Guide to the Integration of Health Education in Environmental Health Programmes. WHO Offset Publication No. 20. 1975. World Health Organization (WHO), 1211 Geneva 27, Switzerland.

Designed to stimulate governments to incorporate health education into environmental health training programs. Provides guidelines for the design, development and evaluation of training programs dealing with basic sanitary services such as water supply, waste disposal, vector control, etc. Promoting the use of evaluation as both a tool for measuring project performance and as an aid to future planning, this guide presents questions for use in the evaluation of project input, activities, and outcome. 88 pp.

Ramakrishna, B. Criterios Hacia la Formulación de un Modelo Operativo sobre Investigación Social en Infancia, Juventud y Familia. Serie Investigación Social y Educativa No. 14. 1979. Fundación para el Desarrollo de la Región Centro Occidental de Venezuela (FUDECO), Apartado 523, Barquisimeto, Venezuela.

Contending that research provides a sound foundation on which to base administrative planning decisions, the author describes social science research in general, and explains the procedures to follow in order to plan, implement, and evaluate such research. One method highlighted is the evaluative research method, described as an integrated, on-going evaluative process conducted throughout the research which can result in modifications of aspects of the project, as necessary, throughout the course of its operation. Such research also actively involves the client in all of its phases. The last chapter focuses on general issues of infancy, youth, and family in Venezuela, and offers suggestions for research to aid in planning national programs related to the promotion of the family's well-being. 76 pp.

Ranwick, George W. Evaluation Handbook for Cross-Cultural Training and Multicultural Education. n.d. Intercultural Network, Inc., 906 North Spring Avenue, LaGrange Park, Illinois 60525, USA.

Addressed to teachers in multicultural education and trainers in intercultural programs, this manual outlines ways of assessing the development of greater intercultural awareness, understanding, and communication. It discusses the purposes and procedures of evaluation, as well as who should evaluate what and when. 57 pp.

Reading Rural Development Communications Bulletin. "Evaluation." Vol. 14, April 1982. University of Reading, Agricultural Extension and Rural Development Centre, London Road, Reading RG1 5AQ, England, UK.

This issue contains a collection of articles which cover a variety of approaches and issues relating to project evaluation. One article "Evaluating Social Development: 'How Much' or 'How Good'?" by Peter Oakley, explores the complexities involved in evaluating social development projects, most of which have much less tangible measures for success than other development programs. Another article, "Indonesia: Choosing the Right Strategy" by Glen Williams, describes the evaluation of five different projects in which Oxfam was involved, explaining how the type of methodology used in each review was adapted to the nature of the project and the kind of support given by Oxfam. Other topics covered include: the question of who should conduct evaluations--citizens or scientists; project appraisal; and participatory evaluation. 35 pp.

Sachsenmeier, Peter (ed.). Development, Dissemination and Evaluation of Curriculum Materials. 1978. German Foundation for International Development, Education and Science Branch, Simrockstrasse 1, 5300, Bonn 1, West Germany.

A reader prepared for a workshop on curriculum materials development jointly organized by the Curriculum Development Center in Banjul, The Gambia, and the German Foundation for International Development, on behalf of the African Curriculum Organization. The document covers four important aspects of curriculum development. The first concerns procedures, problems, and possible solutions; the second, teaching and learning; the third, evaluation; and the fourth, textbook design. The reader also includes three case studies of curriculum materials production units. The section on evaluation provides several questions to use in describing and evaluating curriculum materials, focussing on the aims and goals of the author, the conditions under which the materials were designed and are likely to succeed, their content, and recommended instructional strategies. 286 pp.

Save the Children. Bridging the Gap: A Participatory Approach to Health and Nutrition Education. 1980. Save the Children, 54 Wilton Road, Westport, Connecticut 06880, USA.

A practical guide for nutrition and health educators desiring to involve communities in uncovering and acting upon their health and nutrition-related problems. Based on training workshops conducted in Indonesia and Dominican Republic, the guide contains instructions for numerous participatory exercises on planning training workshops, exploring problems and developing community awareness, creating learning activities, and planning and evaluating action efforts with community members. The introduction outlines the multidisciplinary and participatory learning approach, and emphasizes maximum flexibility with minimal structure in workshops in order to allow self-directed learning for workshop participants. 103 pp.

Schultz, T. Paul. Effectiveness Evaluation of Family Planning: Case Study Taiwan. P-4890. 1972. Rand Corporation, 1700 Main Street, Santa Monica, California 90406, USA.

Reviews various methods for the evaluation of family-planning programs. Points out that the different methodologies used in Taiwan have resulted in different proposals for improving the programs. Contends that any assessment of the contribution of family planning programs to reduction in birthrate must take into account the socio-economic factors that affect fertility. The study further points out the need for any decline in birthrates to be statistically verifiable. 25 pp.

Schurch, Beat and Luce Wilquin (compilers). Nutrition Education in Communities of the Third World/L'Education Nutritionnelle dans les Communautés du Tiers-Monde. 1982. The Nestle Foundation, P.O. Box 1051, CH-1001 Lausanne, Switzerland.

Prepared for physicians, nutritionists and others in health-related occupations, this is an annotated bibliography of publications concerning nutrition education in developing countries. The entries are coded according to geographical region, nature and content of the publication, and relevance to particular aspects of nutrition education. Several aspects of evaluation are coded separately, and most of the bibliography's entries deal with evaluative methodology or procedure in some way. In English and French. 208 pp.

Scotney, Norman. Health Education: A Manual for Medical Assistants and Other Rural Health Workers. Rural Health Series No. 3. 1976. African Medical and Research Foundation, P.O. Box 30125, Nairobi, Kenya.

Designed as a practical aid for health center personnel. Emphasizes the need to tell villagers the reasons for adopting new health practices as well as teaching them new techniques. One chapter emphasizes the importance of assessing the effectiveness of work done in health education in order to improve its delivery. 141 pp.

Shack, Katheryn W. and Joanne Burke. Practical Approaches to Community Education: Staff Development Workshop. n.d. Meals for Millions/Freedom from Hunger Foundation, 1800 Olympic Boulevard, P.O. Drawer 680, Santa Monica, California 90406, USA.

A booklet that outlines the activities of a one-week staff development workshop conducted by the Meals for Millions/Freedom from Hunger Foundation at the Community Education Training Centre in Fiji, December 1979. The workshop gave participants firsthand experience of a "participatory educational process" which they could later apply to their own training programs. The participants identified program objectives and took an active part in its planning and evaluation. The authors outline the exercises used relating to goal setting, analysis of the current situation, generation of strategies to achieve goals, and evaluation. 14 pp.

Skager, Rodney. Lifelong Education and Evaluation Practice. 1978. Unesco Institute for Education, Feldbrunnenstrasse 70, D-2000, Hamburg 13, West Germany; or Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York 10523, USA.

Develops a conceptual framework for evaluating school learning based on principles of lifelong education. Evaluation categories include learners and learning conditions, levels of decision-making and policy formulation, functions of formative and summative evaluations, external and internal evaluators, and specified or open educational goals. The author advocates the development of systems to credit and certify non-formal and informal education in order to recognize their contributions to society and equate their status with that of formal education. He reviews five approaches to setting specified educational goals that stimulate adaptive instruction and formative evaluation in order to promote self-directed learning. 155 pp.

Skager, Rodney and R.H. Dave (eds.), with K.G. Robinson. Curriculum Evaluation for Lifelong Education. 1977. Unesco Institute for Education, Feldbrunnenstrasse 70, D-2000, Hamburg 13, West Germany; or Pergamon Press, Maxwell House, Fairview Park, Elmsford, New York, 10523, USA.

Describes a two-year study by curriculum evaluation teams from Japan, Sweden, and Romania working in cooperation with the Unesco Institute for Education to develop and utilize a set of criteria for evaluating school curricula. The purpose of the study was twofold: to promote the concept of lifelong education by identifying salient characteristics of curricula that incorporate lifelong education principles, and to underscore the value of nations developing their own evaluation criteria rather than relying on pre-established methodologies. Each team developed and applied a set of criteria to evaluate its own national school curriculum. The teams later met to examine each country's strategy and generate a list of their combined criteria. Concludes that by designing methods for empirical research of lifelong education, the teams further affirmed lifelong education as an integral component for school curricula. Appendices list concept characteristics of lifelong education and include curriculum components and evaluation criteria. 140 pp.

Spaulding, Seth. Evaluation of Adult Nonformal Education Programs: An International Perspective. Paper presented at the Annual Meeting of the Comparative and International Education Society, 1982. Available from the author, International and Development Education Program, University of Pittsburgh, Pittsburgh, Pennsylvania 15260, USA.

Following a historical survey of evaluation efforts in adult education and a review of current evaluation activities among international development agencies, the author points out that there is little consensus about the purposes of evaluation among those concerned with educational programs and projects. For some it is to determine if a project is meeting its objectives, or if it should be altered in some way; for others it is to provide information that will aid in funding decisions; for still others it is to improve project management and design. In looking to the future, the author predicts that evaluation models stressing the participation of the target audience will gain importance, and that evaluation will be increasingly called upon to provide participants with information for continuous program and project improvement. 16 pp.

Spivey, Carlisle. Does it Work? Evaluation Guidelines for Development Education Teachers. Development Education Paper No. 13. n.d. UNICEF, Information Division, 866 United Nations Plaza, New York, New York 10017, USA.

This paper is designed to aid secondary and university level teachers of development studies in confronting problems encountered in course evaluation. Basic approaches and techniques are explained as the purpose and process of evaluation are explored. The author stresses the need to have student cooperation, which can be obtained if the students understand that it is the course, not themselves, that is being evaluated. 8 pp.

Steele, Sara M. Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects. 1973. Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210, USA.

Reviews the purposes and limitations of the "education by objectives" approach, and discusses the seven essential activities involved in evaluating it. These include: (1) understanding the purpose and methodology of the evaluation; (2) specifying the goals, methods, and criteria of the program so that they can be objectively examined; (3) describing the educational methodology in detail, including any factors that might influence the outcome; (4) comparing the results of the education to the original purpose of the program, and to the results of similar programs; (5) judging the results in relation to the efficient use of resources; (6) identifying the value of the activity in relation to the achievement of the goals and to the participants; and (7) using the evaluation to influence future educational activities. The author also outlines the conditions and attitudes necessary for successful use of the "evaluation by objectives" approach in adult education. 61 pp.

Storms, Doris. Training and Use of Auxiliary Health Workers: Lessons from Developing Countries. Monograph Series No. 3. 1977. International Health Programs, American Public Health Association, 1015 15th Street, N.W., Washington, D.C. 20005, USA.

A practical source book on ways to plan and carry out health care programs utilizing auxiliary health workers. The author discusses their recruitment, selection, supervision, continuing education, and evaluation. Issues related to the incorporation of such workers into a health team and into the community are also discussed. The final section of this useful guide details how to plan and conduct an evaluation of auxiliaries and the programs in which they are involved. Aspects to evaluate include the effectiveness and task competency of the health workers, their job satisfaction, their acceptance by participants and colleagues, and the cost effectiveness of the program. Most important, evaluation results should be communicated to the community, the health officials, and the health workers. 134 pp.

Tayao, Aurora. "Women's Participation in Rural Reconstruction." Rural Reconstruction Review. January 1980. Institute of Rural Reconstruction (IIRR), Silang, Cavite D-2720, Philippines.

Focuses on leadership training to promote women's participation in project planning, implementation, and evaluation. The article briefly describes a process of self-evaluation, whereby a training workshop is planned and evaluated by a core group chosen by participants. pp. 40-42.

Terreri, N., R. Dilts, C. Thorburn, and I. Yunus. Participatory Techniques for Nutrition Education: Workshop A. 1979. Save the Children, 48 Wilton Road, Westport, Connecticut 06880, USA.

Describes the first of 3 workshops to train community workers for a participatory nutrition education project. This workshop trained participants to identify village needs and resources; and plan, develop, and evaluate learning materials and experiences. (107 pp.). The report of Workshop B (by Terreri et al., 110 pp.) covered such topics as health and nutrition, developing materials and determining priority messages, understanding group processes, and planning and evaluating projects and materials. The report gives examples of four types of learning materials: photovovellas and comics, photo and picture cards, learning games, and slide/cassette shows. The third report (Workshop C by Craig, et al. 59 pp.) deals with night blindness and iron deficiency in pregnant women, and the training of village-level workers.

Thullen, Manfred. Improving the Performance of Non-Formal Education. 1976. Available from the Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Discusses the important contribution of professional and paraprofessional fieldworkers to the success of any NFE project or program. The author argues for improved training programs for these fieldworkers, and provides a framework for planning and assessing NFE in-service education programs. The framework is divided into two groups of considerations: administrative and organizational, and subject matter content. 6 pp.

Unesco. Literacy Curriculum and Materials Development. Series 1: Monograph No. 3. 1981. Unesco Regional Office for Education in Asia and the Pacific, G.P.O. Box 1425, Bangkok, Thailand.

Based on materials developed during a workshop in India, this monograph discusses concepts, principles, and processes of developing and evaluating instructional materials for literacy programs. The last chapter deals with evaluation, follow-up, and research on literacy curriculum development. It proposes the evaluation of learner performance as a means of improving instructional materials, and recommends the use of reaction forms, interviews, and pre- and post-tests as quick evaluation techniques. It concludes that evaluation should be done by a team not connected with the preparation of the instructional materials to ensure objectivity and the emergence of new ideas. Included are fifty questions to be used in evaluating instructional materials. 92 pp.

United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP). Report of the Expert Group Meeting on the Development of Relevant Indicators for Planning, Monitoring, and Evaluation of Country Efforts for Promoting Youth's Role in Development. 1980. UNESCAP, United Nations Building, Rajadamnern Avenue, Bangkok 2, Thailand.

The major concern of the meeting summarized in this report was to develop relevant indicators of both the socio-economic and demographic condition of youth, and their participation in development processes. Such indicators would help governments assess their programs for youth, and design more relevant ones. The report maintains that in order for young people to have an effective role in social development, such problems as unemployment, poor educational training, inadequate educational access and gross social inequity must be removed. 29 pp.

United Nations Department of Economic and Social Affairs (UNDESA). Systematic Monitoring and Evaluation of Integrated Development Programs: A Source-Book. 1978. United Nations Publications (UNIPUB), 345 Park Avenue South, New York, New York 10010, USA.

This sourcebook gives an overview of particular international projects that are concerned with evaluation, and presents specific techniques for data collection. Part One deals with the definitions, concepts, and design of a monitoring and evaluation system. It explains how monitoring and evaluation can be systematically incorporated into program design and implementation. Part Two describes the data collection procedures used in monitoring and evaluating a number of integrated development projects in Brazil, Mexico, Panama and Venezuela. Includes an extensive annotated bibliography. 149 pp.

United Nations Fund for Population Activities (UNFPA). Women, Population and Development: Guidelines for Programme Development, Project Formulation, Implementation and Evaluation. 1977. United Nations Fund for Population Activities, One United Nations Plaza, New York, New York 10017, USA.

Lists guidelines which should be followed when implementing UNFPA-sponsored development programs and activities. UNFPA acknowledges the interrelationship between the status and roles of women and population activities. To this end, the guidelines advocate the integration of women in all aspects of the development process, consideration of women as an active rather than passive population constituency, inclusion of women's special needs in the planning, implementation and evaluation of UNFPA programs and projects, and involvement of women in policy decision-making at all levels. Included are program/project guidelines for research; data collection and analysis; information, education and communication (IEC); fertility regulation and family planning; and training. 15 pp.

United Nations Secretariat. Monitoring and Evaluation Systems for Assessing Developmental Impact at the Local Level: An Annotated Bibliography. 1976. Social Development Division, Center for Social Development and Humanitarian Affairs, Department of Economic and Social Affairs, United Nations, New York, New York 10017, USA.

This document contains bibliographic references from the Social Science literature focusing on issues and problems involved in the design and application of a "systematic" framework for assessing the impact of local-level development projects on the socio-economic conditions of their intended beneficiaries. Assessing "impact", defined here as "lasting project effects", is described as a two-step procedure comprising analyses of changes caused by the project and of the long-term viability of such changes. 42 pp.

Voluntary Health Association of India (VHAI). Teaching Village Health Workers: A Guide to the Process. 1978. VHAI, C/14 Community Centre Safdarjung Development Area, New Delhi 110016, India.

A kit designed to assist those involved in teaching village health workers (VHWs). Part I (71 pp.) points out the benefits of including VHWs in village health teams. Of particular interest is the chapter on curriculum planning which explains a cyclical model of data collection and analysis, action planning, implementation, and evaluation. Evaluation is done at many points during the process to revise plans and programs as necessary, and at the end to provide guidelines for future projects. This chapter is followed by a discussion of lesson planning (including "what to teach" and "how to teach"), examples of conversations between workers and villagers, and typical cases that workers might encounter. Part 2 (47 pp.) consists of sample course outlines for seven health priorities.

Ward, Ted and John M. Dettoni. "Increasing Learning Effectiveness Through Evaluation." In Ted W. Ward and William A. Herzog, Jr., Effective Learning in Non-Formal Education. Program of Studies in Non-Formal Education, Abridged Edition. 1977. Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

This chapter presents processes, guidelines, standards, technical recommendations, and basic vocabulary of the evaluation of learning effectiveness in non-formal education. It identifies two types of evaluation: summative, based on a program's end product, and formative, based on both the product and the process by which the product is achieved. According to the authors, formative evaluation is essential because it provides information on which judgments are made about the effectiveness and value of the educational experience, including its materials and procedures. Thus evaluation is an integral component of learning effectiveness. The principles and procedures outlined in the first part of the chapter are applied in a case study which describes the formative evaluation of FASE, a community education program in Brazil. The evaluation model used was based on a cyclical process of action and reflection. pp. 125-215.

Water and Sanitation for Health Project (WASH). Evaluation Methods for Community Rural Water Supply and Sanitation Projects in Developing Countries: A Synthesis of Available Information. WASH Technical Report No. 4. 1981. WASH, Coordination and Information Center, 1611 N. Kent Street, Room 1002, Arlington, Virginia 22209, USA.

Provides general conceptual guidelines for evaluating water and sanitation projects. A three-phase paradigm is presented which involves, first identifying the focus of the evaluation, then selecting an evaluation methodology, and finally, implementing the evaluation. The author suggests that the evaluation can be facilitated by analyzing the project on three specific characteristics including the structure of the technical components, the administrative and technical performance of the project, and project impact. 29 pp.

West Germany. Report on Improving the Status of Women in Developing Countries. Federal Ministry of Economic Cooperation. Annex II, HF-2720. 1977. Available from Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Defines the contributions made by the Federal Republic of Germany toward improving the status of women in developing countries. Also analyzes the situation of such women in various social and economic sectors, as seen from particular regional standpoints. Using the goals of the World Plan of Action (adopted at the World Conference of the International Women's Year, Mexico City, 1975) as a guide, the report identifies areas of present and future action for Germany to consider. An appendix provides useful list of evaluation criteria for assessing the extent of integration of women into development projects. 28 pp.

Wilder, Bernard. Evaluation of Non-Formal Education. 1975. Technical Assistance Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

This is a paper intended for formal educators involved in non-formal education (NFE) to help them answer questions relating to why one should evaluate, what the evaluation should involve, and what specific problems are associated with non-formal education evaluation. The author suggests that the evaluation is necessary to assess whether an NFE program can be improved so as to better meet its objectives, and to judge what skills or information the participants acquire and what effect these have on their quality of life. He discusses problems of NFE evaluation including the constant change of participants in a program as well as their heterogeneity, the lack of an initially specified content area, the difficulty in identifying outside factors which may also have influenced participants' quality of life, and difficulties in identifying and quantifying the benefits. The author concludes that any techniques designed for evaluating NFE programs should relate to the overall scope and intricacies of each program. 15 pp.

World Bank. Operations Evaluation: World Bank Standards and Procedures. 1979. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Operations evaluation is an assessment of achievement and efficiency in realizing organizational goals, in order to revise directions, policies, and procedures. This document outlines performance standards and procedures used by the World Bank in evaluating its operations. It also describes how the World Bank operates as a donor agency, what it expects from its projects and project personnel, what kind of reporting it requires, and how its evaluation function relates to other activities. 27 pp.

World Education Report. "Special Issue on Evaluation." No. 15, October 1977. World Education, Inc. 210 Lincoln Street, Boston, Massachusetts 02111, USA.

Three articles in this special issue might be particularly useful: "Autopsy or Checkup?" by Catherine D. Crone illustrates techniques for interviewing participants and explains how evaluation can be used to diagnose problems in a project. "The Forum" by James McCaffery discusses some of the human reasons why it can be hard to get the information needed when evaluating programs, and suggests that proper training of program staff might make evaluation less threatening. "Getting the Job Done" by Amos Odongo discusses the realities of evaluating a project in action, and the importance of learning how to ask the right questions. 24 pp. (Also available in French and Spanish.)

Yoloye, E.A. "International Centre for Educational Evaluation (ICEE): A Report of the First Seven Years." In Udo Bude, Science for Self Reliance: The Science Education Programme for Africa (SEPA)-- 20 Years of Science Education in Africa. 1980. German Foundation for International Development (DSE), Education and Science Division, Simrockstrasse 1, 5300 1, Bonn 1, West Germany.

Describes the history, objectives, and activities of the ICEE since its inception in 1972. In order to address constraints related to the lack of appropriate evaluation tools and the shortage of qualified manpower for evaluating educational programs, this center was established to train evaluators, conduct research on evaluation methodology, and evaluate specific projects on a contractual basis. This brief paper provides information on the extent of the ICEE's activities toward meeting these objectives. pp. 215-221.

Zschock, Dieter K. Health Care Financing in Developing Countries. Monograph Series No. 1. 1979. International Health Programs, American Public Health Association (APHA), 1015 Fifteenth Street, N.W., Washington, D.C. 20005, USA.

Provides an overview for understanding health care financing in developing countries, discussing basic problems and potential solutions. The author emphasizes that it is necessary to use a variety of tools in evaluating potential sources of health care funding, including efficiency and equity criteria. Some of these tools may yield contradictory policy recommendations which reflect the contradictory objectives present in financing health care. The identification of these contradictions can lead to new bases for decision-making. Includes case studies of health care financing in China, Colombia, South Korea, Bolivia, Dominican Republic, and Botswana. 82 pp.

2.0 PROJECT EVALUATIONS

Ahmed, Mohsen Abd Elhamid. Systematic Evaluation of the Centre for Training and Applied Research in CD. 1980. Centre for Training and Applied Research in Community Development, Ministry of Labour and Social Affairs, Riyadh, Saudi Arabia.

Presents an evaluation model to determine if the Centre for Training and Applied Research in Community Development (CD) is attaining its stated objectives. The model is based upon the relationships among the inputs, outputs, and objectives. The author assesses the efficiency of the inputs, the effectiveness of the outputs, and short- and long-term impacts of the Centre on both the target population's needs and the economic, social, and cultural environment of the country. 33 pp.

American Public Health Association (APHA). The State of the Art of Delivering Low Cost Health Services in Developing Countries: A Summary Study of 180 Health Projects. 1977. International Health Programs, APHA, 1015 Fifteenth Street, N.W., Washington, D.C. 20005, USA.

Describes a study carried out during 1976 on innovative practices in low-cost health-delivery systems. The study analyzed 180 health projects in 54 developing countries and found that there were varied goals and outcomes of evaluation. The report states that evaluative practices appeared particularly weak for most projects. Some projects collected a variety of data but were not able to use these data to improve their operations. Other projects' evaluations were done mainly to attract additional funding, with little data being collected and used for the measurement of improved health care. 102 pp.

Anonuevo, Macario G. The Social Laboratory Project: A Case Study of a Non-Formal Education Program in the Philippines. 1975. SIEC Southeast Asia Program, Stanford University, Stanford, California 94305, USA.

The final section of this case study deals with the evaluation of a social action program in non-formal education sponsored by an institution of higher learning in the Philippines. Raises pertinent evaluation issues relevant to the University's intervention policy and development strategy. 24 pp.

Ansari, N.A. "Functional Education of Out-of-School Youth and Adults." In Functional Literacy in India. Arbeitspapier 10. 1976. Deutscher Volkshochschul-Verband e.v., Heerstrasse 100, 5300 Bonn-Bad Godesberg, West Germany.

A thoughtful discussion of the Farmer's Training and Functional Literacy Programme in India. The author outlines the history and objectives of the program; discusses the development of learning materials and approaches used in the program; and summarizes the results of an evaluation of the program's impact in one district. He concludes with a discussion of achievements, problems, deficiencies, and lessons. pp. 14-26.

Association of Faculties of Agriculture in Africa and German Foundation for International Development. Intensive Training Course on Teaching and Learning for Higher Agricultural Education: Course-Description and Evaluation Report. 1978. Deutsche Stiftung für Internationale Entwicklung, Simrockstrasse 1, Postfach 12 05 18, 5300 Bonn 1, West Germany.

Outlines the planning procedure and format of an intensive course for instructors from African institutions of higher agricultural education, held in Nairobi, Kenya, in 1978. The goals of the course were to gain better understanding of teaching and learning principles and techniques, to become familiar with a variety of teaching methods, and ultimately to enhance student performance and teaching efficiency. Of particular interest is the extensive evaluation conducted at the end of the course which served to introduce participants to a variety of evaluation techniques. The report outlines the procedures used to evaluate each phase, summarizes strengths and weaknesses of the course, and presents recommendations for future training courses. 69 pp.

Axinn, George H., Scott F. McNabb, and Thomas M. Olson. Evaluation Report for the First Two Years of the Hill Areas Community Based Education Project. 1982. For further information contact Creative Associates, Inc., 4419 39th St., N.W., Washington, D.C. 20016, USA.

A mid-term evaluation report to assess progress, identify problems, and make recommendations to improve a community based non-formal basic education project in remote hill areas of Thailand. Data were collected through interviews with project personnel and local officials, on-site observations, and a review of project-related documents. Major problems identified were program discontinuities, administrative management, and personnel management. Recommendations include giving priority to participatory and village-centered educational activities, developing a time-phased action plan, integrating and co-ordinating the different project units, and enabling more timely cash-flow. 95 pp.

Bangladesh Rural Advancement Committee (BRAC). Report on "Development of Innovative Methodologies in Functional Education for Bangladesh." January 1976. BRAC, 3 New Circular Road, Machbazar, Dacca-17, Bangladesh.

In order to maintain interest and participation, increase literacy, and encourage attitude and behavior changes in family-planning, nutrition, health, and agricultural practices, BRAC and World Education developed materials to test and evaluate an adult non-formal functional education strategy. This document describes and evaluates the innovative curriculum that resulted. 11 pp.

Benor, Daniel and James Q. Harrison. Agriculture Extension. The Training and Visit System. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Proposing that a reformed extension system can improve farming conditions and the productivity of small farmers, this booklet discusses a simple and low-cost extension program based on intensive training of village extension workers and frequent visits by the workers to the farmers' fields. Gives an overview of the organization of such a system and guidelines for implementation and evaluation. The impact of the system on farmers is illustrated in three case studies. 55 pp.

Berger, Jennifer, Linus Ettyang, and Timothy Gatara. Women's Groups in Rural Development. Programmes for Better Family Living Report Series, No. 15. 1975. Food and Agriculture Organization of the United Nations (FAO), Via delle Terme di Caracalla, 00100 Rome, Italy.

Reports the results of an evaluation study of the Women's Group Programmes which is part of Kenya's Special Rural Development Programme. The program represents an attempt to increase rural women's participation in development activities at both local and national levels. Participants were surveyed to assess the success of planning methods and leadership training activities. The report offers suggestions for improving the existing program in the following areas: overall approach, trainer training, leader selection, design of program content and materials, organization of field extension activities, and evaluation procedures. Of interest to planners who wish to design programs to more effectively tap the leadership potential of rural women in grassroots development efforts. 76 pp. + appendices.

Berry, Leonard, Richard Ford, and Richard Hosier. The Impact of Irrigation on Development: Issues for a Comprehensive Evaluation Study. AID Program Evaluation Discussion Paper No. 9. 1980. The Studies Division, Office of Evaluation, Bureau for Program and Policy Coordination, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Discusses the impact and evaluation of small and medium scale irrigation projects in various parts of the world. Irrigation is said to be the most effective means to increase food production for the world's growing population, though irrigation projects are difficult to operate successfully. Authors contend that evaluation increases the effectiveness of such projects, and discuss several evaluation criteria including economic viability, efficiency of resource use, effectiveness of water delivery systems, environmental quality (e.g. health impacts), and social soundness of the new system. 70 pp.

Bhagat, Saroj, Narendra Bahadur Bam, and Michael V.d. Bogaert sj. Participatory Evaluation of an Adult Education Programme, The Case of Bero Block in Ranchi Dt. 1981. Available from Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

A case study of a two-day workshop held in February 1981 to evaluate the adult education program of the Xavier Institute of Social Services in Bero, about 22 miles (35km) southwest of Ranchi, India. Village instructors, learners, farmers, and village leaders attended the informal, open-air meetings. They discussed effects of the program, and their views about the future of the adult education program. The authors conclude that participatory evaluation, as a form of conscientization or awareness-building, "helps both the sponsoring organization and the people to gain a deeper understanding of a programme and its impacts." 13 pp. + appendix.

Biervliet, Wim and John Richardson. International Education of Surveyors for Development; In-Built Evaluation; Field Survey in 5 Developing Countries: Methodology. 1979. Centre for the Study of Education in Developing Countries (CESO), Badhuisweg 251, P.O. Box 90734, 2509 LS The Hague, Netherlands.

Reports on the results of a field survey conducted by the International Institute for Aerial Survey and Earth Sciences (ITC) in the Netherlands on the professional activities of its alumni working in developing countries. Intended to test the validity and reliability of an earlier postal survey, this follow-up evaluation consisted of country-level case studies of alumni and their employers in Nigeria, Kenya, Colombia, Mexico, and the Philippines. The results supported the earlier evaluation and emphasized that the ITC course was, in general, hitting the mark in providing useful training, but that stronger linkages were needed among ITC alumni and ITC, itself. 111 pp. (Also available from CESO are descriptions of the results and methodology of the postal survey, International Education of Surveyors for Development, In-Built Evaluation; The ITC Postal Follow-up Survey: Results, 1978, by W. Biervliet and J. Richardson and International Education of Surveyors for Development; The ITC Postal Follow-up Survey: Methodologie, 1978, by W. Biervliet.)

Brigades Review Working Group. Towards a New Relationship between Brigades and Government. 1981. Government Printer, Gaborone, Botswana.

A report commissioned by the government of Botswana to assess the government's role in the Brigade Movement. The report outlines the history of the movement and discusses several issues related to its future. These include organizational structure; the respective functions of vocational training, production, and development brigades; and the implications for the government of the ongoing manpower and financial needs of the brigades. 119 pp.

Buschman, Melvin C. and Manfred Thullen. Evaluation of the Training Component of the Servicio Nacional de Desarrollo de la Comunidad, La Paz, Bolivia. 1975. Available from Manfred Thullen, Resource Development, Cooperative Extension Service, Michigan State University, 323 Natural Resources Building, East Lansing, Michigan 48824, USA.

Assesses the training of local level workers for self-help development projects. Gives specific recommendations how this training component could build on its past successes and be strengthened for its new roles and responsibilities. 61 pp.

Cain, Bonnie J. and Francis J. Method. Nonformal Education Activities at Lesotho Distance Teaching Centre: Evaluation Report. 1979. Creative Associates, Inc., 4419 39th Street, N.W., Washington, D.C. 20016, USA.

This report is the result of an evaluation of nonformal education activities at Lesotho Distance Teaching Centre (LDTC), two years into a three year contract funded by USAID. The evaluators describe the main functions of the Centre, outline activities to be funded by the grant, and explain their use of a participatory evaluation methodology. Evaluators point out that the staff of the Centre went beyond perfunctory performance, conducting grant-supported fieldwork in a manner to enhance future projects. The evaluators also list many lessons learned through the experiences of the Centre, recommendations for activities during the remaining grant period, and some suggestions for further consideration by the Centre. Includes comprehensive appendices on the projects of LDTC. 57 pp. + appendices.

Caughman, Susan L. Women at Work in Mali: The Case of the Markala Cooperative. 1980. Ford Foundation, 320 East 43rd Street, New York, New York 10017, USA.

An evaluation report of the five-year experience of the Markala Women's Cooperative, prepared for the Ministry of Rural Development of the Republic of Mali, and the West Africa Office of the Ford Foundation. The author examines the cooperative's impact on the social and economic status of women involved and analyzes in detail the financial constraints experienced by the cooperative. She found, among other things, that women rejected financial and technical assistance in order to preserve their independence and avoid manipulation. This policy was a key to their self-sufficiency and continued success. 93 pp.

Centre for Population Activities (CEPPA). Planning and Management of Service Delivery Programs in Family Planning, Health and Development. 1978. CEPPA, 1717 Massachusetts Avenue, N.W., Suite 202, Washington, D.C. 20036, USA.

Report on a five-week seminar to develop the management skills of personnel working in health, population education, and integrated education projects directed towards women. The seminar, which stressed the need to include the intended clients as participants in the designing of health-delivery systems, was evaluated by both its participants and staff members. Several measures were taken to encourage honest evaluation through complete anonymity. 45 pp.

Choudhury, M. Khashruzzaman and A.K.M. Obaidullah. Outdoor Primary Education in Bangladesh. Experiments and Innovations in Education No. 40. 1980. Unesco, 7 Place de Fontenoy, 75700 Paris, France.

A description and evaluation of an innovative educational experiment conducted during 1976. Consonant with the spirit and theoretical statements of the country's general primary education curriculum, the outdoor primary education project combined elements of formal and non-formal education in its effort to provide realistic and practical education to primary school children, and to stimulate learning and the application of knowledge in real life. Based on the favorable responses of participants, the evaluation team recommended expanding the project to other schools. They also recommended additional training for teachers to help them adapt to their new roles as facilitators of learning in the outdoor school project. 60 pp.

Clark, Noreen M. and O. Gakuru. Evaluation of Tototo-Kilemba at Midpoint. 1978. World Education, 210 Lincoln Street, Boston, Massachusetts 02111, USA.

Reports on six village women's groups that used a "self-actualizing" approach to participatory education in order to improve the quality of life for group members and their communities. The authors list the questions which guided the evaluation; discuss the effectiveness of the learning approach; and analyze the implementation of group action projects. They conclude that project success depends on the facilitator's ability to organize and mobilize group members, the perceived value of the project, and the discussion-oriented learning approach. 36 pp.

Cook, Thomas M. and Susan T. Romweber. Radio Advertising Techniques, and Nutrition Education: A Summary of a Field Experiment in the Philippines and Nicaragua. 1977. Agency for International Development (AID), Office of Nutrition, Technical Assistance Bureau, Department of State, Washington, D.C. 20523, USA.

Details two projects, one in the Philippines, the other in Nicaragua, which used radio advertising to reach a major portion of the maternal population with educational messages about good health and nutrition for their children. Radio messages were developed in cooperation with local health and nutrition authorities, using local people and targeted towards specified segments of the population. Comparative studies from before, during and after completion of the 12 month projects, show a substantial increase in mothers' understanding of the health and nutrition information presented in the radio announcements. 67 pp.

Crawford, Paul R. and A.H. Barclay, Jr. AID Experience in Agricultural Research: A Review of Project Evaluations. AID Program Evaluation Discussion Paper No. 13. 1972. Office of Evaluation, Bureau for Program and Policy Coordination, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Intended to stimulate discussion on the role of research in agricultural development, this report identifies trends, problems, and issues in light of AID's efforts in conducting and facilitating agricultural research. An analysis of 131 evaluations of a sample of 48 research projects provided information on patterns of success, failure, implementation problems, and issues. The authors stress that their results, especially in identifying reasons for project success or failure, were not as extensive as anticipated because most of the project evaluations focused more on operational problems rather than on project impact. Brief project descriptions, survey data, and analyses are provided in the annexes. 257 pp.

Crone, Catherine. Research on Innovative Non-Formal Education for Rural Women: Phase I. 1977. World Education, Inc., 210 Lincoln Street, Boston, Massachusetts 02111, USA.

Discusses a research project in the Philippines that developed and tested a methodology for educating rural women in ways to improve management of their individual, family, community and economic concerns. Phase I includes the development and use of tools to identify educational goals, the refinement of hypotheses regarding the lack of progress in rural women's educational development; an outline of teaching methodologies emphasizing creative approaches and active participant involvement in the teaching process; and the identification of evaluative questions relating to changes in knowledge, perceptions, and behaviors of women. Concludes that the "self-actualizing method" - requiring active participant involvement - is an effective and flexible method of selecting learning topics that reflect participants' interests and concerns. Recommends a two-year study to evaluate long-term usefulness of the methodology. Appendices include sample materials used. 29 pp.

Derryck, Vivian Lowery. The Comparative Functionality of Formal and Non-Formal Education for Women: Final Report. 1979. Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

A report of a study which investigated whether formal or non-formal education programs increase a woman's abilities to function more effectively in her society. Social, economic, and demographic factors were used as measures of functionality in nine countries in Asia and Africa. The author concludes that formal education is the long-range means of integrating women into all levels of society, while non-formal programs are a temporary means of relieving the illiteracy and poverty of adult women. 190 pp.

Development Communication Report. "The Nutrition Message and The Mass Media." No. 20, September 1977. Clearinghouse on Development Communication, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.

Two articles in this issue of DCR relate to evaluation. Mark Rosmussen, "Three Media Strategies Used in Nutrition Education" (pp. 1, 2-3), discusses the strengths and failings of multi-media, advertising, and combined approaches with various examples. Joanne Leslie, "Evaluating Nutrition-Education Projects -- Getting the Message and Acting Upon It" (pp. 1, 3), stresses the criteria and results against which the effectiveness of such projects should be measured.

Dominican Republic. Diagnostico del Sector Educativo en Republica Dominicana. 1979. Secretaria del Estado de Educacion, Bellas Artes y Cultos, Santo Domingo, Republica Dominicana.

This is a comprehensive study to determine the problems and difficulties facing the educational system in the Dominican Republic as well as to outline objectives and possible solutions. It is intended to serve as a guide for administrators, technicians and teachers in the Dominican educational system, and provide a rationale for international funding for some areas of national education. Also included is an evaluation of the non-formal education programs in the Dominican Republic. One of the many recommendations suggests that teachers be specifically trained as "facilitators" to perform non-formal education activities. Such training must include concepts such as the teacher and student exchanging information in a dynamic group situation, and the teacher evaluating learner response to information and materials to make sure they are practical, relevant, and appropriate. 344 pp.

Efcher, Carl K., Merritt W. Sargent, Edouard K. Tapsoba, and David C. Wilcock. An Analysis of the Eastern ORD Rural Development Project in Upper Volta: Report of the M.S.U. Mission. African Rural Economy Working Paper No. 6. 1976. Department of Agricultural Economics, Room 202 Agriculture Hall, Michigan State University, East Lansing, Michigan 48824, USA.

Evaluates the implementation and development potential of Upper Volta's rural community development strategy which involved organizing development activities at the regional level through regional development organizations (ORDs). This report summarizes the observations and economic analyses of various aspects of agricultural development in the Eastern Region including infrastructure development, marketing systems, production systems, credit programs, the livestock subsector, and training of ORD staff. Some of the recommendations emerging from the evaluation are that planning horizons should be extended to ten to twenty years, contingency planning should be given more weight in ORD campaigns, and extensive efforts should be made to gather baseline information to facilitate research and design. 106 pp. (Also available in French as Une Analyse de Projet de Developpement Rural dans l'ORD de l'Est en Haute-Volta: Rapport de la Mission M.S.U., 127 pp.)

Fayossewa, Antoine. Promotion Feminine: Une Experience Rural en Cote d'Ivoire. 1979. Comite National Pour l'Alimentation et le Developpement de Cote d'Ivoire, B.P. V190, Abidjan, Ivory Coast; or Food and Agriculture Organization (FAO), Via delle terme di Caracalla, 00100 Rome, Italy.

Describes "Equipes Feminines d'Education Nutritionnelle et Sanitaire" (EFENS), a project to provide rural women in Ivory Coast with health and nutrition education. Although the project did not achieve its goals, the experience indicated that more emphasis on needs assessment, technical training of project staff, and evaluation will help eliminate some of the difficulties that were encountered. In French. 19 pp.

Fienup, Darrell F., and Harold M. Riley. Training Agricultural Economists for Work in International Development. 1980. Agricultural Development Council, 1290 Avenue of the Americas, New York, New York 10010, USA.

Presents the results of a study on the role of universities in the United States in providing training for students from developing countries who are preparing for careers in international agricultural development. Sponsored by the American Agricultural Economics Association (AAEA), data for the study came from questionnaires and interviews with Third World alumni of US graduate programs in agricultural economics. Along with an evaluation of such training by professionals from developing countries, the report includes a discussion of the status of agricultural economics in Third World countries and the US response to professional needs in this field. In the final section of the report, several issues are identified and recommendations made as to the future role of US institutions in training for international development. 134 pp.

Finderson, Alvin. Evaluation of the 1980 Co-operative Pilot Literacy Project. n.d. Co-operative Training Centre, Department of Co-ops, Yundum, The Gambia.

Summative evaluation of a pilot literacy project in the Gambia to teach functional skills in managing their economic lives within the framework of the national cooperative movement. Tests, interviews, and observations were used to ascertain levels of literacy and the performance of both teachers and students. Findings showed that enthusiasm was high among students, but teachers were not adequately paid and lacked support from cooperative managers and the rest of the cooperative hierarchy. In spite of these and other problems, the evaluator recommends the expansion of the project to other villages and suggests necessary improvements. 10 pp.

Food and Agricultural Organization of the United Nations (FAO). Report on Missions to Review and Follow up the Results of Itinerant Training Workshops. Evaluation Series No. 1. 1976. Home Economics and Social Programmes, FAO, Via delle Terme di Caracalla, 00100 Rome, Italy.

Evaluates a series of two to three-week workshops for trainers in home economics and related fields in Zambia, Swaziland, Somalia, Lesotho, and Tanzania. Participants studied a wide range of topics including women's participation in planning, decision-making, farming, and income generation; and improving the quality of life through better sanitation, child care, family planning, and management. Evaluation techniques used included questionnaires, interviews with senior government officials and participants of the workshops, and site-visits. Concludes that the participatory methods used in the workshops provided participants with the skills and confidence necessary to implement new projects and ideas. 43 pp.

Friend, Jamesine, Barbara Searle, and Patrick Suppes (eds.). Radio Mathematics in Nicaragua. Vol. 3. 1980. Institute for Mathematical Studies in the Social Sciences, Ventura Hall, Stanford University, Stanford, California 94305, USA.

Describes the history and research results of a distance education project jointly sponsored by the Institute for Mathematical Studies in the Social Sciences at Stanford University, the Nicaraguan Ministry of Public Education, and USAID using radio as a medium for teaching primary school mathematics in rural Nicaragua. The objective of the project was to design and test, based on learner performance, a systematic method for producing effective radio-based instruction. This volume summarizes the history of the project and evaluates the impact of radio education on student achievement and other school-related variables, on primary school teachers' promotion decisions, and on the size of the listening and audience. 254 pp. (Two other volumes are also available by the same editors: The Radio Mathematics Project: Nicaragua 1974-1975 and 1976-1977. [1976, 261 pp. and 1978, 356 pp.]) The appendices of these volumes provide project test results [Vol. 1 and 2], representative lesson plans and radio scripts [Vol. 1], and results of research on teacher attitudes, on the relationship between radio education and student repetition, on patterns of student promotions, and on cost analysis of education decisions [Vol. 2].)

Gilmore, Judith W., Carol C. Adelman, Anthony J. Meyer, and Melvyn C. Thorne. Morocco: Food Aid and Nutrition Education. AID Project Impact Evaluation Report No. 8. 1980. Bureau for Science and Technology, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Summary evaluation of a project carried out by Catholic Relief Services and funded by AID, directed at developing nutrition education capacities in distribution centers for Public Law 480 (PL 480) food. The evaluation deemed the project successful in reducing malnutrition, although a number of lessons emerged from the experience. Some of these highlight the positive effect of integrating development assistance activities with PL 480 programs, the need for efficient management and good record keeping for food assistance programs, and the difficulties which arise when cooperative agreements between development organizations are not established. 18 pp. + appendices.

Godfrey, Martin. Education, Training, Productivity and Income: A Kenyan Case-Study. Institute for Development Studies Discussion Paper No. 253. 1977. Institute for Development Studies, University of Nairobi, P.O. Box 30197, Nairobi, Kenya.

Examines the effect of education and training on productivity in skilled trades. Using government trade tests (covering engineering, building, woodwork, electrical, and tailoring trades) to evaluate productivity, this study then measured the correlation between this performance measure and the education, training, age, and ethnic group of a sample of 446 candidates for government certification. Some surprising results which emerged from the analysis were that those persons who had undergone full-time training courses, generally, performed worse on the test than those who hadn't received training, and that employers appear to reward higher productivity, as measured by the trade test, rather than schooling and training. 20 pp.

Gordon, Gillian Mary. An Evaluation of Nutritional Education Given to Pregnant and Nursing Women in Six Communities in the Upper Region of Ghana. n.d. For further information contact the author, Institute of Development Studies, University of Sussex, Brighton, UK; or the Department of Nutrition and Food Science, University of Ghana, Legon, Ghana.

This study attempts to examine the effects of nutrition education provided by the Health and Social Welfare Services in the Bawku district of the Upper Region of Ghana. The author compares the nutritional status of two groups of children--one group whose mothers were "exposed to nutrition education", and the other whose mothers "had had no contact with formal nutrition education". She states she is unable to detect improvements in the nutritional status of the children as a result of the nutrition education offered their mothers by the Child Welfare Clinics. 224 pp.

Griffiths, Marcia. Mothers Speak and Nutrition Educators Listen: Formative Evaluation for a Nutrition Communications Project. Volumes I and II. 1980. Manoff International Inc., 845 Third Avenue, New York, New York 10022, USA.

Volume I (190 pp. + appendices) describes the first stage of a project in Indonesia to design nutrition messages and materials to be disseminated through mass communication. This stage consisted of qualitative, in-depth, participative surveys "of the food, nutrition, and child-care knowledge, attitudes and practices of rural women". The report concludes with discussions and recommendations concerning the innovative 'formative evaluation process' methodology employed, and the application of the results in developing educational strategies. Volume II (116 pp. + appendices) reports on the testing of materials before dissemination. It describes sample selection, testing procedures, and results of radio messages and posters.

Gwatkin, Davidson R., Janet R. Wilcox, and Joe D. Wray. "Can Health and Nutrition Interventions Make a Difference?" World Health Forum. Vol. 2, No. 1, 1981. World Health Organization, Office of Publications, 1211 Geneva 27, Switzerland.

Addresses the question of how effectively primary health and nutrition care programs contribute to improvements in health status. The authors examine ten projects conducted throughout the world that attempted to reduce infant and child mortality in poor rural areas. Using a variety of approaches, most of the projects included both nutrition and health components. And while each had its own distinctive characteristics, reflecting local conditions and needs, they all attempted to move away from the hospital toward the village in order to deal more effectively with problems of family health and nutrition. After providing a brief summary of results for each of the projects, the authors consider possible generalizations that could be drawn from the combined project results. Consideration is given to several factors that seem to have contributed to program effectiveness and the overall implications for future community-based nutrition and health care projects. pp. 119-128.

Haddad, Wadi D. Educational Effects of Class Size. World Bank Staff Working Paper No. 280. 1978. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A review of research on class size and learning achievement to determine if there is an optimal class size "that maximizes educational benefits and cost-effectiveness". The author found that the effect of the teacher on learning achievement was more important than class size. 19 pp.

Hoben, Susan J. The Sociolinguistic Context of Literacy Programs: A Review of Non-Formal Adult Literacy Programs in AID. AID/147-PE-70. 1980. Available from DIE Clearinghouse, Room 3912 ROB 3, Department of Education, Washington, D.C. 20202, USA.

Evaluates literacy projects sponsored by the US Agency for International Development (AID). With reference to Asia and Africa, discusses the social status and functions of certain languages in furthering education and intensifying political and cultural integration. Suggests that AID should heed relevant sociolinguistic information when formulating literacy policy. 66 pp.

Hudson, Heather E. "Community Use of Radio in the Canadian North." In Peter R. Spain, Dean T. Jamison, and Emile A. McAnany (eds.), Radio for Education and Development: Case Studies. Vol. 2. World Bank Staff Working Paper No. 266. 1977. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Describes a project that sought to involve people in remote areas in the planning, operation, and evaluation of their own communication system. Initial interviews and observations suggest that while it was too early to attribute social change to the project, service benefits and gains in knowledge and skills had been attained. pp. 383-414.

India. Farmers Exchange Programme: Evaluation Study on Transfer of Technology Through Exchange of Farmers. September 1976. 1976. Training Unit, Directorate of Extension, Ministry of Agriculture and Irrigation, New Delhi, India.

Evaluation of an exchange program designed to train farmers in improved wheat production technology. Report describes the organization of the program and the evaluation methodology which consisted of participant observation and a survey conducted while the training was in progress. Data analysis indicated that farmers gained professionally from the program and that the exchange program is an effective technique for technology transfer. Contains recommendations and appendices with details of the training program and the evaluation. 27 pp.

Jesien, George, Martha Llanos Zuloaga, Gilbert Bustamante Guerrero, Maria Alcantara Carbajal, Sonia Palma Carrillo, Craig Loftin, and Donald Winkler. Informe Final de Proyecto "Validacion del Modelo Portage", Programa no Escolarizado de Educacion Inicial con Base en el Hogar. 1979. Direccion General de Educacion Inicial, Instituto Nacional de Investigacion y Desarrollo de la Educacion, Ministerio de Educacion, Lima, Peru; or Portage Project, Cooperative Educational Service Agency No. 12, Box 564, Portage, Wisconsin 53901, USA.

This is a full-scale report on all major activities and evaluation results of the Portage-Model Project in Peru. The first part describes the project plan, designed to test experimentally a non-formal, preschool model for integrated education of children between 3 and 5 years of age. The second part discusses project implementation. The third part presents research data on the project at its two pilot sites in Lima and Cuzco. A final section summarizes conclusions and recommendations. In Spanish. 589 pp. (Other materials from the Portage-Model Project in Peru, in Spanish, include Donald R. Winkler, Analisis de Costos del Programa no Escolarizado de Educacion Inicial con Base en el Hogar and en el Peru [1979, 33 pp.], and Bertha Rios de Riboty, Manual de Alimentacion, Nutricion e Higiene para los Programas no Escolarizados de Educacion Inicial con Base en el Hogar [1979, 68 pp.]) A paper in English, A Home-Based Non-Formal Preschool Program: Context and Description. Validation of the Portage Model in Peru [1979, 26 pp.], is also available.)

Jones, Edna M. and Sara J. Munger. Application of Field Guide for Evaluation of Nutrition Education in Three Programs in Brazil. 1976. Agency for International Development (AID), Office of Nutrition, Technical Assistance Bureau, Department of State, Washington, D.C. 20523, USA; or Synectics Corporation, 4790 William Flynn Highway, Allison Park, Pennsylvania 15101, USA.

In 1975 a Field Guide (see Jones, Munger, and Altman) was developed "to help program persons to evaluate the effectiveness and cost effectiveness of their educational programs in improving food behavior, and to provide indications as to what are the most cost effective approaches". This report details the results of applying the evaluation methodology to three programs in Brazil: one used the mass media; the second used a non-formal educational approach, and the third used formal or classroom education. Results showed that with training, field personnel can effectively conduct evaluations. 69 pp.

Jones, Edna M. and Sara J. Munger, with Maria Lourdes Cocono et al. Application of a Field Guide for Evaluation of Nutrition Education to Programs in the Philippines. 1978. Agency for International Development (AID), Office of Nutrition, Technical Assistance Bureau, Department of State, Washington, D.C. 20523, USA; or Synectics Corporation, 4790 William Flynn Highway, Allison Park, Pennsylvania 15101, USA.

Reports the results of an experimental study using an evaluative field guide to determine the effects of nutrition education programs on food behavior. The field guide was tested in Brazil, modified, and retested in the Philippines. The results show that "persons with no prior experience or academic training in evaluation...could, with minimum technical assistance, effectively apply the methodology and make practical use of the results." 75 pp.

Karim, Rezaul, Amir Hossain and Abul Kashem. Evaluation Report of Inservice Training on Agriculture and Rural Development for the Bank Officers (Agrani Bank and Sonali Bank). 1979. Graduate Training Institute (GTI), Bangladesh Agricultural University, Mymensingh, Bangladesh.

Evaluates two inservice training programs conducted by the GTI which aimed at providing exposure to technical agriculture and rural development for bank agricultural-loan officers. Participants were surveyed for their opinions on the content, structure, and accommodations of the programs along with information on their backgrounds and training needs. The results of the evaluation highlight the need for training programs of this sort. 48 pp.

Kassam, Yusuf O. The Adult Education Revolution in Tanzania. 1978. Shungwaya Publishers, Ltd., P.O. Box 49162, Nairobi, Kenya.

The role of adult education in Tanzania has been conceptualized as an integral and necessary component of the development process. This book records and analyzes major developments in adult education from 1969 to 1976, emphasizing the linkages between specific educational goals and broader development goals, in each type of educational program described. Problems and shortcomings are discussed along with successes, in an effort to present a balanced evaluation of the methods used to put Tanzania's educational philosophy into practice. 115 pp.

Kibuka. Evaluation of Community Development Women's Work (CDWW) in the South West and North West Provinces. 1979. International Association, Pan African Institute for Development, Rue de Varembe 3, 1211 Geneva 20, Switzerland; or Pan African Institute for Development, DuSantoy College, P.O. Box 133, Buea, South West Province, Cameroon.

Reports the findings of an external evaluation of the impact of the CDWW in two provinces of Cameroon. The study reviews the program, identifying key theoretical issues related to Cameroon community development and cooperation with international volunteer agencies. Its evaluation considers CDWW staff training, target populations, program efficiency, and the role played by the Organisation of Netherlands Volunteers with the CDWW. Findings show that although an increase in housecraft activities is recorded, there is no evidence of fundamental structural or institutional changes for national development. Problems noted include a lack of funding for salaries, training programs for community level personnel, and badly needed repairs on equipment and transport vehicles. The evaluation concludes that, due to many intervening factors, the CDWW did not significantly raise public consciousness or popular participation in issues of general welfare and national development. Recommendations for change relate to these concerns. 68 pp.

Kidd, Ross, and Krishna Kumar. "Co-opting Freire: A Critical Analysis of Pseudo-Freirean Adult Education." Economic and Political Weekly. Vol. 16, Nos. 1 and 2, January 1981. Sameeksha Trust, Skylark Building, 284 Shahid Bhagatsingh Road, Bombay 400038, India.

Evaluates an application of a Freirean perspective on the role of adult education in development. The pseudo-Freirean perspective defined by the authors differs from the true Freirean perspective primarily in having removed the political interpretations of the problems of poverty and the rural poor. The authors describe the history behind this co-optation; emphasize crucial, often antagonistic, differences between the original and the modified approaches; and offer a case study to demonstrate how a philosophy of liberation has been altered and used to sustain dependence. 27-36.

Kindervatter, Suzanne and Louis Montgomery. The Human Development Project: Proyecto de Desarrollo Humano. 1980. Overseas Education Fund (OEF) of the League of Women Voters, 2101 L St., N.W., Suite 916, Washington, D.C. 20037, USA.

Describes and evaluates a project by the Federacion de Organizaciones Voluntarias (FOV) to help 1,500 women in urban slums of Costa Rica participate in economic and social development. Using local resources, the project emphasized training in marketable skills, group work, and personal development. Original goals were modified in mid-course to help resolve problems of child care, provide training in industrial sewing, and establish production cooperatives. Formative and summative evaluations studied the impact of the project on four groups: low income women, their families, the FOV, and participating government agencies and factories. It was found that women were able to gain confidence and skills enabling them to increase their incomes and self-esteem. Families reported improved relations between husbands, wives, and children. The FOV noted that while the project strengthened its training, project management, and information-sharing capabilities, it needed to improve communication networks among member organizations and increase their involvement in the project. The intended impact on government agencies and factories was less than anticipated, yet initial progress was noted in the increase of human development training programs. The report discusses problems of gathering pre- and post-test evaluative data and suggests possible remedies. 40 pp.

La Belle, Thomas J. The Impact of Nonformal Education on Income in Industry: Ciudad Guayana, Venezuela. n.d. Graduate School of Education, University of California, 405 Hilgard Avenue, Los Angeles, California 90024, USA.

Explores the potential impact of different forms of education on the income of 108 male laborers of three large Venezuelan industries. The study sought to identify the relationships among family background, formal schooling, non-formal education, on-the-job training, previous work experience, and income. Findings indicate that, although out-of-school education (and especially company-sponsored courses) slightly influenced monthly income, salary benefits were greatest for participation in formal schooling. The researcher concludes that economic gain is an unlikely benefit of non-formal education where there is less access to societal resources, educational prestige, and social status. He recommends greater collaboration among companies and both formal and non-formal education organizations. The author also suggests that companies reexamine their current practice of providing greater economic rewards for formal education than for participation in job-related training programs. 35 pp.

Lenglet, F. and E.G. McNany. Rural Adult Education and the Role of Mass Media: A Comparative Analysis of Four Projects. 1977. Institute for Communication Research, Stanford University, Palo Alto, California 94305, USA.

Evaluates projects in which mass media are important components. It covers a Radio Study Campaign in Tanzania, Out-of-School Educational Television in the Ivory Coast, Radio School in Dominican Republic, and Non-Formal Education in Guatemala. The study brings out the strengths and weaknesses of each project and suggests possible adaptations to other situations which present similar problems. 62 pp.

Leslie, Joanne. Evaluation of Mass Media for Health and Nutrition Education: A Review of the Literature. 1978. Available from Joanne Leslie, 3252 Patterson Street, N.W., Washington, D.C. 20015, USA

Paper presented at the joint meetings of the World Federation of Public Health Association and the Canadian Public Health Association at Halifax, Nova Scotia, 23-26 May 1978. Provides a review of the available evaluations of projects that use mass media to educate people about health and nutrition in India, the Philippines, Korea, Micronesia, Nicaragua, Tanzania, Trinidad, and Tobago. Evaluation outcomes have been grouped together into measurement of outreach, educational objectives, health objectives, and cost. 33 pp.

Leslie, Joanne. "The Use of Mass Media in Health Education Campaigns." Educational Broadcasting International. September 1978. IEEE Service Center, 445 Hoes Lane, Piscataway, New Jersey 08854, USA.

This paper reviews 15 projects in 12 countries which used mass media for nutrition and health education. Project evaluations suggest that there is a reasonable expectation of changed behaviors and improved health and nutrition as a result of specific messages. However, the author concludes that "It seems likely that mass media education projects will be less successful as a substitute for personal contact and the direct provision of service in the health and nutrition fields than as an extension of the outreach of such interventions and as reinforcement of their messages." pp. 136-142.

Lewis, Martha Wells. Women and Food: An Annotated Bibliograph, on Family Food Production, Preservation and Improved Nutrition. n.d. Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Describes publications, papers, and resource materials on growing vegetables, raising small animals, and improving nutrition through family food production. Additionally covers appropriate technology for women's food production tasks. This useful guide to the literature also has descriptions and evaluations of selected vegetable garden projects, and a Resources Section. 47 pp.

Lewycky, Dennis (compiler). Tapestry: Report from Oodi Weavers. Working Paper No. 11. August 1977. National Institute for Research in Development and African Studies (NIR), Documentation Unit, University of Botswana and Swaziland, Private Bag 0022, Gaborone, Botswana.

Describes and evaluates a successful rural industrial experiment that began in Botswana in 1973. The weaving factory is designed to train and employ about 50 weavers, foster broad-based economic development, and produce a replicable model. The self-sustaining enterprise is owned and managed by the production workers. Ongoing project evaluation records the experience of change as it is felt by villagers and workers. The factory's success or failure is measured through the judgements of people directly affected. Participant observation and quantitative surveys are methods used in the evaluation. The report assesses project replicability and identifies issues and problems of "filtered down" village development. 273 pp.

Mahgoub, Ali A. Project Achievements During the Period from January 1972-February 1980. 1980. Centre for Training and Applied Research in Community Development, Ministry of Labour and Social Affairs, Riyadh, Saudi Arabia.

The author outlines the achievements of the Center for Training and Applied Research in Community Development, since its inception, with emphasis on its out-reach activities and their impact upon the social and economic conditions of the intended beneficiaries. A brief summary of activities related to training, research, advisory services, and strengthening of community development centers undertaken by this Center is also highlighted. Outlines some of the difficulties in assessing project impact, such as lack of benchmarks against which progress could be gauged, and a lack of measurement tools to assess the impact of advisory functions. 35 pp.

Mali. Rapport Final de l'Evaluation de l'Alphabetisation Fonctionnelle dans l'OACY. 1978. Operation Arachide et Culture Vivrieres, Service de l'Agriculture, Ministère du Développement Rural, Mali.

Final report of an evaluation of a functional literacy campaign carried out in Mali from 1975 to 1977. One of the campaign objectives was to increase awareness of and participation in the groundnut crop campaign among Malian peasants. Evaluators used an on-going formative methodology and a participatory approach whereby people involved in the literacy campaign did their own self-evaluations. The outside evaluators then made recommendations for future literacy efforts. They found that instead of the mass of literates the campaign had aimed for, only a nucleus of new literates was formed. They suggest that this constitutes the starting point for mass literacy. In French. 372 pp.

Maliyamkono, T.L. "The School as a Force for Community Change in Tanzania." International Review of Education. Vol. 26, No. 3, 1980. Unesco Institute for Education, Feldbrunnenstrasse 58, 2000 Hamburg 13, West Germany. For information, contact: Martinus Nijhoff Publishers, Lange Voorhout 911, P.O. Box 566, 2501 CN The Hague, Netherlands.

A nearly universal experience in the educational systems of developing countries since independence has been an increasing reliance upon developed nations for aid, expertise, and educational models. Moreover, education has been a major route to elite status rather than preparation for meeting labor needs. In an effort to avoid these problems, Tanzania has initiated four major reforms. Two of these reforms, education for self-reliance and decentralization of education, are evaluated in this article. Education for self-reliance was intended to make education relevant to rural life, minimize the elitist bias of education, and stem the negative attitudes of students toward agriculture and rural life. In primary, secondary, and higher education, and teacher training, emphasis is upon practical work, especially agricultural work, and upon involvement of students, parents, and teachers in decisionmaking. The aim of decentralization is that all educational decisionmaking should begin at the local village or ward level, except for higher education, which would remain at the national level. Although it is too early to tell if the reforms will be successful, to date, decentralization has occurred at the primary and adult education levels and self-reliance, especially of secondary schools, has increased as a result of cooperative school farms and certain other cooperative ventures. pp. 335-347.

Manoff International Inc. Educacion Nutricional por los Medios de Comunicacion Masiva: Ecuador. n.d. Manoff International Inc., 845 Third Avenue, New York, New York 10022, USA.

Summary report of a nutrition education research project, conducted by the Government of Ecuador and Manoff International, which disseminated nutrition messages 10 times per day for 15 months by local radio. Based on a survey of almost 2,800 persons both before and during the project, results show that the project achieved significant changes in nutrition-related behavior, knowledge, and attitudes. In Spanish. 68 pp.

Mathur, R.S., and Prem Chand. Adult Education Programme: Analysis of Strengths and Deficiencies. 1981. Directorate of Adult Education, Ministry of Education and Culture, Government of India, New Delhi, India.

Although continuous local monitoring and internal evaluation are features built into adult education programs in India, appraisal studies were conducted twice a year by external agencies. This document presents a critical review of the studies, which were carried out to determine the major strengths and weaknesses of adult education programs in India. Since each evaluating organization planned its own study, the objectives for appraisal, size of sample, methodology, and procedures varied greatly. Information was obtained from program records, visits, and interviews with both student and teacher participants, and achievement tests given to a sample of students. Data from these studies is compiled and categorized in the review. 39 pp. (Summaries of each of the appraisal studies have been compiled by the same authors in Appraisal Studies of the Adult Education Programme in Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu [1981, 143 pp.], available from the same source.)

Max-Forson, Margaret. Progress and Obstacles in Achieving the Minimum Objectives of the World and Africa Plans of Action: A Critical Review. Doc. No. E/CN.14/ATRCW/79/W.D.I. 1979. United Nations Economic Commission for Africa (UNECA), P.O. Box 3001, Addis Ababa, Ethiopia.

In this report distributed at the Economic Commission for Africa's Second Regional Conference of the Integration of Women in Development, Lusaka, Zambia, 1979, the author summarizes the responses of African governments to a questionnaire assessing progress in implementing the World Plan of Action at national levels during 1975-1978. The report candidly reviews the limited gains made toward integrating women are fully in the development process in the areas of employment and related economic roles; education and training; health and nutrition; policy formulation, planning and monitoring; social and legal status; and political participation. Obstacles which have slowed overall progress toward World Plan of Action goals are identified and recommendations for future action are offered. Annexes include a listing of the WPA's minimum objectives for 1975-1980 and relevant statistics on the involvement of African women in various aspects of development. Of special interest for African development specialists and program planners. 56 pp. + annexes.

Meaders, O. Donald. An Evaluation of Taiwan Vocational and Technical Education Programs in Agriculture. 1977. For further information contact Dr. O. Donald Meaders, Department of Agriculture and Resources Education, Michigan State University, 410 Agriculture Hall, East Lansing, Michigan 48824, USA.

Examines the capacity of vocational agriculture schools and two junior colleges of agriculture in Taiwan to meet manpower demands in agriculture. The study compared the goals of the educational programs with Taiwans agricultural goals. The author recommends that educational programs be readjusted away from an emphasis on food processing and animal husbandry, and towards farming. This will enable Taiwan to better meet present day and future manpower needs. 118 pp.

Merschrod, Kris. "Participation in Program Evaluation at the Regional Level in Honduras." Rural Development Participation Review. Vol. 2, No. 1, Fall 1980. Rural Development Committee, 170 Uris Hall, Cornell University, Ithaca, New York 14853, USA.

Explains how a group of peasant leaders at the regional level in Honduras conducted an evaluation of five non-governmental, rural service organizations, in order to coordinate their activities. The author claims that one of their objectives was to increase local participation at the regional and community levels in program evaluation, review, and planning. He concludes that local communities can effectively evaluate their own programs, even when faced with strong (and in this case, violent) opposition. The author also discusses the role of the change-agent as facilitator rather than director of the process. pp. 19-22.

Miller, F. DeWolfe. "A Brief Assessment of Water Supply and Waste Disposal Systems in Developing Countries." Approtech. Vol. 3, No. 1, June 1980. International Association for the Advancement of Appropriate Technology for Developing Countries (IAAATDC), 603 East Madison, The University of Michigan, Ann Arbor, Michigan 48109, USA.

Miller first reviews the prevalence of water-related diseases in Africa, Asia, Latin America, and the Far East. The major part of the article is an evaluation of some recent efforts to improve sanitation and provide safe water, with emphasis on the use of local resources and appropriate designs and methods. The author considers several alternate means of increasing and improving a community water supply. In increasing order of difficulty to obtain and control, the list of methods includes rainwater catchment, protected springs, wells, boreholes, infiltration, and slow sand filtration. He also discusses the disposal of excreta and wastewater. In conclusion, Miller notes that community initiative and sustained participation in the installation and maintenance of a sanitation system is crucial for it to be adopted. pp. 7-13.

Monteiro, Anjali. Experiments with the Audio-Visual Medium: An Evaluation. 1980. Xavier Institute of Communications, St. Xavier's College, Bombay 400001, India.

An assessment of educational experiences using slide-sound programs related to the health, work, and myths of slum dwellers in India. The goal of the program is "to stimulate a process of critical questioning of reality and attempts to change it." Each slide show was followed by discussions, which helped program designers understand viewers' responses and make recommendations for future adaptations. The document also deals with the conflict of purposes between the designer's intent and the viewers' needs and expectations. Other problems mentioned include the lack of integration of the slide shows with on-going activities, and an attitude of passive consumer on the part of the viewers. The author questions the purpose of consciousness-raising education, contending that people are aware of their oppression but often see no alternatives. He found that slide shows which introduce a problem in general terms but present no concrete alternatives only reinforce viewers' frustration and hopelessness. In conclusion he recommends focusing programs on controversial issues and closely involving viewers in program production. 29 pp.

Morgan, Robert M., Liliana Muhlman, and Paul Masoner. Evaluacion de Sistemas de Comunicacion Educativa. Serie Educacion Fundamental Integral No. 5. 1980. Accion Cultural Popular (ACPO), Apartado Aereo 7170, Bogota, Colombia.

Reports on the procedures and findings of an evaluation of Accion Cultural Popular (ACPO), a national nonformal education program using radio broadcasts in Colombia. The report first discusses evaluation theory from a systems perspective, in which each stage of a non-formal education process (identifying problems, formulating objectives, seeking alternative solutions, selecting and implementing strategies, and evaluating results) is analyzed according to a corresponding systems evaluation practice (needs system, function, cost benefit and cost-effectiveness analyses, and formative and summative evaluations). Six hundred rural families were interviewed to learn how ACPO programs had changed attitudes, knowledge and behavior in areas of health, agriculture, cattle raising, and basic education. Results indicate that, while other factors intervened to some extent, ACPO programs significantly influenced rural Colombian knowledge, attitudes, and behaviors in the four areas. In Spanish. 298 pp. (Also available in English.)

Munger, Sara J. Mass Media and Nonformal Nutrition Education: Final Study Report. 1978. Agency for International Development (AID), Development Support Bureau, Department of State, Washington, D.C. 20523, USA; or Synectics Corporation, 4790 William Flynn Highway, Allison Park, Pennsylvania 15101, USA.

A concluding report of the mass media nutrition education model which was tested in Tunisia. It is a general radio communication model consisting of three basic divisions: a communication model, field demonstration, and evaluation. While tested in the area of nutrition and non-formal education, it can be applied to a wide variety of educational topics. This document contains the radio messages and evaluation results of the Tunisian test project to educate mothers in child nutritional needs. 133 pp.

Murphy, Paud. The Lesotho Distance Teaching Centre: Five Years' Learning. International Extension College (IEC) Broadsheets on Distance Learning No. 16. 1981. IEC, 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.

Beginning in 1974, the Lesotho Distance Teaching Centre attempted to decrease the gap between "in-school" and "out-of-school" education through distance teaching. The author examines in detail the different activities of the Centre, pinpointing problems that arose in each. Major activities include aiding private candidates in studying for secondary school examinations, improving the quality of life of the rural people, and teaching numeracy and literacy skills. Also reviewed are the costs, internal organization, managerial structure of the Centre, and its relationship with outside organizations. In addition, the author provides specific recommendations to planners of other distance teaching institutes. Based on the experiences of the Centre, the author concludes that distance teaching institutes can provide a viable, flexible, and inexpensive way to address a variety of educational challenges. 86 pp.

National Council of Educational Research and Training (NCERT). Report of the Evaluation Committee on the Non-Formal Education Centre at Kilokeri, An Urban Slum Area of Delhi. 1978. NCERT, Department of School Education, Sri Aurobindo Marg, New Delhi 110016, India.

Part of an effort to evaluate non-formal education programs for the universalization of primary education, the report presents the programs of the Non-Formal Education Center at Kilokeri. The center functions to prepare out-of-school children for the responsibilities of work and adulthood. The center also serves as a laboratory for testing non-formal instructional programs and strategies for community involvement in programs. Through two sections serving over 120 children, the center offers work-related instruction, training in literacy and numeracy, and general education. It also provides for in-service training and support for staff. The report includes concrete suggestions made by evaluators for the improvement of problems encountered in center operation. 23 pp.

Ngombe, Jerome E.G. Traditional Birth Attendants Training Evaluation Programme. 1982. Dr. Jerome E.G. Ngombe, P.O. Box 36099, Lusaka, Zambia.

An overview of a preliminary investigation to evaluate a two year training program for traditional birth attendants. Trained traditional birth attendants were interviewed, as well as their supervisors from the Rural Health Center and the community members they had served. The evaluation revealed that the traditional birth attendants obtained adequate knowledge about basic maternal and child health practices and delivery techniques, but that the Rural Health Center staff did not provide the necessary moral and technical support. Also, both the community and the Health Center staff were insufficiently aware of the traditional birth attendants program. Suggestions are given to continue the training program, re-orient the Rural Health Center staff and community toward the (traditional) birth attendants' role in the community, and establish fees to compensate them for their services. 11 pp.

"Organizing Small Farmers for Development: Lessons from Latin America." PASITAM Newsletter. No. 13, February/March/April 1977. Program of Advanced Studies in Institution Building and Technological Assistance Methodology (PASITAM), Indiana University, Bloomington, Indiana 47401, USA.

Reports on a study of nine programs in Ecuador and Honduras. Concludes that efforts to organize small farmers for development are most successful when done with concrete goals that are attainable within a limited time through cooperation among participants in small group settings. Suggests that international projects tend to focus on large-scale organizational structures that seldom recognize the farmers' interest in acquiring land and treat organizing more as an end than as a means. 46 pp. (Summarizes Intercountry Evaluation of Small Farmer Organization: Ecuador, Honduras, Final Report. Nov. 1976. Judith Tendler for USAID, Bureau for Latin America, Office of Development Programs, Department of State, Washington, D.C. 20523, USA.)

O'Sullivan-Ryan, Jeremiah and Mario Kaplun. "Project Evaluation and Recommendations." Part II in Jeremiah O'Sullivan-Ryan and Mario Kaplun, Communication Methods to Promote Grass Roots Participation for an Endogenous Development Process. 1979. Dr. Jeremiah O'Sullivan-Ryan, Apartado 4897, Caracas 101, D.F., Venezuela.

Reviews the state of participatory communication projects in Latin America as well as the effectiveness of the concept itself. The authors first evaluate specific projects, determining how successful they were in soliciting active participation in inter-personal communication from a cross section of social groups within the project communities. They also examine the popular proposition that many community members are passive because they do not have access to the media, and once granted this access they will become active participants in the communication process. An evaluation of projects based on this assumption indicates that access to media alone does not solve communication problems. The authors thus examine the causes behind the lack of self-expression and involvement, and conclude that both socio-economic and pedagogical problems are to blame. The section closes with a series of recommendations for further development of participatory communication projects. 70 pp.

Palmer, Ingrid. The Nemow Case. Case Studies of the Impact of Large Scale Development Projects on Women: A Series for Planners. Population Council International Programs Working Paper No. 7. 1979. Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

A realistic but hypothetical field study (Nemow is "women" spelled backwards) amalgamates data from two actual development cases, not specifically identified. The author demonstrates how the "Nemow Project" which intended to improve rice and fish production in a well-populated river valley near the seacoast, suffers from the failure to involve women in the planning at the start and to give them adequate consideration in the project design. The resulting social losses to all are high. From the lessons to be drawn, she offers much practical guidance to those involved in designing, implementing, and evaluating comparable development projects. 92 pp.

Parlato, Ronald, Margaret Burns Parlato, and Bonnie J. Cain. Fotonovelas and Comic Books--The Use of Popular Graphic Media in Development. 1980. Communications and Educational Technology Division, Office of Education and Human Resources, Development Support Bureau, Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Describes a study to determine the extent to which comic books and fotonovelas have been used in health, agriculture and literacy programs in economically developing countries. Some of the findings from the compilation of evaluations of case studies on the use of comic books and fotonovelas reveal that these two media have been less used than other printed media in development projects. Furthermore, their use has usually been restricted to family planning programs. Nevertheless, both media have been found to be effective in presenting new concepts and basic information to semi-illiterate populations while providing entertainment along with the educational messages. 243 pp.

Perrett, H.E. Applied Communication Technology in Rural Development. 1976. Academy for Educational Development, 1414 22nd Street, N.W., Washington, D.C. 20037, USA.

Considers the application of communication technology in promoting socio-economic development in developing countries. The author evaluates previous uses of communication technology, the limitations and opportunities of media, and the conditions in which different types of media are useful. Examples of the application of communication technology and a checklist for analyzing projects are provided. 71 pp.

Rich, Thomas A., Edgar G. Nesman, Richard J. Anderson, Sara G. Rivers, and Dennis J. Archambeau. Cross-Cultural Comparison of Project Impact: A General Summary. Basic Village Education Guatemala Evaluation Reports. Evaluation Summary No. 3. 1978. Human Resources Institute, College of Social and Behavioral Sciences, University of South Florida, Tampa, Florida 33620, USA.

A brief summary of major findings of the experimental Basic Village Education project, which tested the effectiveness of selected combinations of communication techniques in delivering agricultural information to subsistence farmers. 21 pp.

SALUS: Low-Cost Rural Health Care and Health Manpower Training. An Annotated Bibliography with Special Emphasis on Developing Countries. International Development Research Centre (IDRC), P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada.

This series of annotated bibliographies, published irregularly by IDRC, is of special interest to those involved in planning, operating, and evaluating rural health systems. The focus is on new models of health-care delivery and the training and effective utilization of auxiliary health workers. Each volume contains a section devoted to the formal evaluative studies found in the literature.

Sander, William. The Impact of Two Communal Irrigation Projects in the Philippines. Discussion Paper 7917. 1979. Institute of Economic Development and Research, School of Economics, University of the Philippines, Diliman, Quezon City, Philippines.

Analyzes the economic impact of two communal irrigation systems in the Philippines. Both projects met at least some of the criteria for appropriate technology in that their construction was labor-intensive, utilized primarily local labor and materials, and could be maintained and used by the local people. Moreover, by providing the opportunity to grow at least two crops of rice per year, rather than one, they also provided employment in the local area. However, the benefits of the project were not equally available to all community members. For instance, land tenure and access to credit affected the returns to individual farmers. 23 pp.

Saraf, S.N. Functional Literacy Project of India 1968-1978--A Decade of Evaluation--Procedures, Problems and Prospects. The Fundamentals of Educational Planning: Lecture-Discussion Series No. 67. 1980. Unesco, International Institute for Educational Planning (IIEP), 7-9, rue Eugene Delacroix, 75016 Paris, France.

Starting with a brief outline of the Functional Literacy Project in India, this report describes several evaluation studies, focussing on procedures and findings. The author also examines the relevance of the findings and suggests improvements required in evaluation techniques for literacy programmes. Saraf concludes that multi-level institutional input is needed to establish horizontal and vertical co-ordination at various levels and between various agencies. Other needs include an evaluation and monitoring unit, on-going evaluation and action-based participatory research, and the recognition of literacy not only as achievement in the 3 R's, but also as a casual factor for attitudinal change, social promotion, and modernization. 33 pp.

Schechter, Michael G. Assessing the Impacts of Intergovernmental Economic Organizations: The Case of the World Bank and Non-Formal Education. 1982. For further information contact the author, James Madison College, Michigan State University, East Lansing, Michigan 48824, USA.

A preliminary study on the World Bank's support for non-formal education (NFE) in developing countries. Having evolved from a "trickle down" to a "growth and equity" approach to development, the World Bank has, nevertheless, moved away from financing NFE programs in recent years. This paper examines the reasons behind this and highlights the impact of executive heads on funding priorities, the problem of not having a universally accepted development paradigm, and the difficulties in changing policy directions for a major intergovernmental organization which has to satisfy the wishes of its own personnel, those of donor countries, and even those of its aid recipients. 66 pp.

Simoni, Joseph J., Luis Alberto Vargas, and Leticia Casillas. Medicine Showmen and the Communication of Health Information in Mexico. Occasional Paper #7. 1982. The Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Medicine showmen, or merolicos, sell medicinal products through crowd-pleasing performances in common meeting places such as markets. This study shows that they are also effective non-formal educators, combining mass media and interpersonal communication to spread health and nutrition information. For this research project, five showmen were trained in the nutrition of infants and given specific information concerning breastfeeding, foods for supplementary feeding, and vitamins. They each then developed a medicine-show routine incorporating what they had learned, and performed in a number of pre-selected locations over a period of three months. During the evaluation phase of the project, social workers and nurses interviewed a sample of over 700 mothers in the test and control sites to determine the impact of the showmen's messages. Findings showed significant changes in the knowledge, attitudes, and behaviors of mothers in both rural and urban areas, and with differing levels of education. 23 pp.

Smilansky, Moshe. Priorities in Education: Pre-School; Evidence and Conclusions. World Bank Staff Working Paper No. 323. 1979. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Part of a World Bank investigation to evaluate relative educational investment priorities in different age groups, the report focuses on preschool intervention experiments, primarily in the United States, European countries, and Israel. The report discusses evidence that: (1) there is a possible critical period in the child's cognitive development; (2) a dominant share of intelligence develops during early childhood; (3) there is a high correlation between home environment and a child's IQ (a standardized measure of intelligence), school achievement, and teacher ratings; (4) traditional kindergartens are unable to prepare disadvantaged children for the expectations of schooling; and (5) malnutrition and other health conditions have an impact on cognitive development. Results of studies where parents were involved in early childhood development indicate that support for the existing family structure offers the best chance of augmenting the abilities of disadvantaged preschool children and increasing the likelihood of later achievement. The author suggests that priority should be given to educational support for the family unit, and that adolescents are the most effective age group for such support. An appendix to the paper presents evidence for this suggestion. 72 pp. (An accompanying paper, Ability in Pre-Schoolers, Earnings, and Home Environment (1979) by Roger Grave is also available from the World Bank.)

Snyder, Linda. The Botswalelo Centre in Thamaga: An Evaluation Study of a Development Project in a Botswana Village. Working Paper No. 25. 1979. National Institute of Development and Cultural Research (N.I.R.), University College of Botswana, Private Bag 0022, Gaborone, Botswana.

An evaluation of the Botswalelo Centre--a small rural production project in Thamaga, Botswana, which aims to provide on-the-job training for primary school leavers in the project's various production units. The Centre engages in the production and marketing of pottery, textiles, and cement bricks and blocks. The evaluation methodology centered on the active participation of those involved with the Centre, and was carried out through open-ended interviews, group discussions, and questionnaires. Two of the problems discussed include the lack of clearly articulated goals and the lack of local participation in management. The author also discusses the inherent difficulty of using a participatory methodology, emphasizing the need for flexibility, sensitivity, imagination, and a continual sense of perspective. 63 pp.

Soriano, Liceria Brillantes. "Mass Primary Education in the Philippines: Toward an Innovative Delivery System." In Klassen, Frank H. and Howard B. Leavitt (eds.), Education for Development: Expanding the Role of Teacher Education. 1978. International Council on Education for Teaching, One Dupont Circle, Washington, D.C. 20036, USA.

Provides an overview of Project IMPACT, an effort undertaken to develop an effective and economical delivery system for mass primary education. The author describes the situation leading to the development of the program, methods of instruction, administrative problems, and results of initial evaluations. pp. 91-99.

Southeast Asian Ministers of Education Organization (SEAMEO) and Regional Center for Educational Innovation and Technology (INNOTECH). Summary Report: An Evaluative Study of Project IMPACT (Instructional Management by Parents, Community and Teachers). 1978. INNOTECH, College of Education Building, University of the Philippines, Diliman, Quezon City, Philippines.

Analyzes the effectiveness in terms of learning achievement of a program designed to provide low-cost primary education in a multi-stage modular format using older students, peers, community members, and specialists as facilitators. This study compares the achievement of students in IMPACT schools to similar students in non-IMPACT schools in the Philippines. The research findings, based on statistical analyses, suggest that the IMPACT system has been more successful than the conventional educational system in meeting the minimum learning needs of primary-level students. Particular success was attained in teaching language arts subjects in a first language and teaching average and slow learners. 116 pp. + appendices.

Stanley, Joyce, with Alisa Lundeen. The Audio Cassette Listening Forum: A Participatory Women's Development Project. 1978. Office of Women in Development (PPC/WID), Agency for International Development, Department of State, Washington, D.C. 20523, USA.

Final report of a pilot project which involved Tanzanian women in surveying their own needs and resources, formulating and implementing action plans, and evaluating results. Reflects the philosophy that development research involve people in improving their lives. Locally produced audio-cassette tapes dramatizing unresolved problems stimulated discussions of causes and solutions. Resulting activities included forums on health and nutrition; latrine construction; cooperative basketmaking, gardening, and sewing; and construction of a co-operative shop. An evaluation conducted at the end of the year-long project examined the impacts of the project in terms of its participatory methodology, cost effectiveness, and transferability. The report concludes that participatory research can effectively involve women in actions directly beneficial to them, and that audio cassettes are a useful and inexpensive tool in the process. 114 pp.

Stringer, Mary and Joice Franklin. Reports of Vernacular Literacy Programmes. Work Papers in Papua New Guinea Languages Volume 28. 1980. Summer Institute of Linguistics, Ukarumpa, Papua New Guinea.

Includes reports describing vernacular literacy programmes in Papua New Guinea, broadly categorized in five categories according to community participation and motivation, sponsorship, and supervision. The categories are (1) individual one-to-one, (2) community based, (3) non-community based, (4) non-community church based, and (5) formal government-related programmes. The authors present a brief description of 20 such programmes being conducted in different areas and in different languages. They also evaluate the strengths and weaknesses, and causes for success and failure for each programme. Success of the projects is attributed to community motivation, adequate finances, training, tested materials, committed and enthusiastic literacy workers, realistic goals, feedback, and adequate amount of time for learning. 68 pp.

Thailand. Evaluation of the Breast Feeding Project: The Strengthening of Breast Feeding in Northeastern Thailand 1980-81. 1982. Family Health Division, Department of Health, Ministry of Public Health, Bangkok 10200, Thailand.

An evaluation of a program to change attitudes on breastfeeding through classes at health centers, posters, radio, or television. The procedures for evaluation include quarterly reports, and baseline and follow-up surveys conducted by local health personnel at the provincial level. Findings reveal that mothers obtained information on breastfeeding primarily from radio programmes, and that their knowledge and attitudes on breast feeding generally improved. 13 pp. + annexes.

Thammasat University, Faculty of Social Administration. Evaluation of Women in Development Programme in Thailand with Emphasis on Income Generating Activities. 1980. United Nations Children's Fund (UNICEF), East Asia and Pakistan Regional Office, 19 Phra Atit Road, P.O. Box 2-154, Bangkok, Thailand.

Evaluates the women's component of the on-going community development pilot projects sponsored by the Community Development Department of the Thailand Ministry of Interior with support from UNICEF. An extensive survey was undertaken to assess the performance and impact of a number of projects directed toward developing skills to enhance the welfare of children and families, expanding the role of women leaders in community development, and providing training for income-generating activities for women. One of the major recommendations emerging from the study is that greater emphasis should be placed on organizing women's cooperatives rather than only on providing skills training. 175 pp.

Tregoning, Sr. Mary Ann and Mark Kliewer. The Primary Health Education for Indigenous Healers (PRHETIH) Programme. 1980. Holy Family Hospital, P.O. Box 36, Techiman, B/A, Ghana.

Presents a description and evaluation of a health training program for traditional healers. The objective of the program was to improve health care by providing healers with modern medical expertise. The healers were selected because of their positions as respected members of their communities with established practices, and because of their commitment to their communities. Standardized questionnaires were used to evaluate the material covered. Results of a preliminary evaluation led to simplification of the program to make it more relevant. Follow-up visits revealed that the trainees had retained over 60 percent of the basic material taught, and had made many changes in their medical practices. 7 pp.

Unesco and United Nations Development Programme (UNDP). The Experimental World Literacy Programme: A Critical Assessment. 1976. Unesco Press, 7 Place de Fontenoy, 75700 Paris, France.

A thoughtful evaluation of the Experimental World Literacy Programme (EWLP). Designed to pave the way for an eventual global campaign, EWLP sought to test and demonstrate the social and economic returns of literacy. The report presents the findings of an expert group which met in 1974-1975 to assess the program's impact. Includes profiles of literacy projects in 11 countries (Algeria, Ecuador, Ethiopia, Guinea, India, Iran, Madagascar, Mali, Sudan, Syria, and Tanzania); an analysis of the intentions and results of the EWLP; and recommendations for future projects. 198 pp.

United Nations Development Programme (UNDP). Rural Women's Participation in Development. Evaluation Study No. 3. 1980. UNDP, United Nations Plaza, New York, New York 10017, USA.

An 18-month study to assess the extent of rural women's participation in development in four countries. The study aimed to improve the United Nations' capabilities to aid governments in developing programs for rural women. Reviews regional cooperation policies related to women's opportunities for employment, education, skills training, and health. Case studies of Rwanda, Syria, Indonesia, and Haiti are included. 210 pp.

Valisno, Mona Dumlaog. Evaluation and Accreditation of Non-Formal Education in the Philippines. International Institute for Educational Planning (IIEP) Occasional Paper No. 53. 1980. UNESCO: IIEP, 7-9, rue Eugene-Delacroix, 75016 Paris, France.

Intended primarily to prepare school drop-outs for re-entry into formal schooling, the Accreditation and Equivalency Program (AEP) evaluates and validates knowledge and skills gained from all formal, non-formal, and informal education. A placement test was developed for measuring both academic achievement and practical skills. The results of an evaluation after the first year of implementation hint at the large numbers of out-of-school youth, and imply a need for developing stronger holding power for formal education and curricula which incorporate skills training. 102 pp.

Van Raalte, G.R., Steve Singer, Benjamin Severn, and Jose C. Colon. Colombia: Small Farmer Market Access. AID Project Impact Evaluation Report No. 1. 1979. Agency for International Development (AID), Department of State, Washington, D.C. 20523, USA.

Reports on an AID project to construct all-weather unpaved roads in Colombia so as to provide better accessibility to market places for the small farmers. Concludes that immediate benefits were available for the "campesinos" who worked on the road construction. The newly acquired skills and income were invested in their private holdings. In addition, as a result of the greatly reduced transportation costs, there was a significant increase in agricultural production. Recommends a follow-up evaluation in 1983 to address such issues as: responsibility for maintenance of roads; health, education and nutritional changes; and long-term changes in agricultural production. An outline of the evaluation methodology is included. 16 pp.

Waliullah, S., M.A. Khalique, and Shamim Akhtar. Shivalaya Rural Development Programme: Evaluation Report 1978-79. Christian Commission for Development in Bangladesh (CCDB), House 20, Road 9A, Dhanmandi Residential Area, P.O. Box 367, Dacca 9, Bangladesh.

Reports on the Shivalaya Rural Development Programme (SRDP) which aims primarily at establishing social justice through the development of local leadership and group action. To achieve this goal, the SRDP attempts to build awareness and raise the consciousness of landless groups through non-formal education, leadership training, and self-help schemes for generating income. Although an internal evaluation conducted in May 1979 concluded that it was too soon for the SRDP to have achieved its goals, notable and encouraging increases in cooperation, enthusiasm, and income-generation were observed. 45 pp.

Youssef, Nadia H., Nancy Sadka, and Ernest Murphy. An Evaluation of Non-Formal Educational Programs for Women in Morocco. n.d. The Office of Women in Development (PPC/WID), Agency for International Development (AID), Department of State, Room 3243 New State, Washington, D.C. 20523, USA.

Summarizes a preliminary evaluation of two non-formal education programs for women in Morocco, Foyers Feminins and the Ouvroir Training Program. Because these programs focus primarily on training young girls in traditional feminine arts, the study team recommends that the programs be broadened to incorporate modern vocational training. 47 pp.

Zandstra, Hubert, Kenneth Swanberg, Carlos Zolberti, and Barry Nestel. Caqueza: Experiencias en Desarrollo Rural. 1978. Centro Internacional de Investigaciones para el Desarrollo (CIID), Oficina Regional para America Latina y el Caribe, Apartado Aereo 53016, Bogota, Colombia; or International Development Research Centre (IDRC), Box 8500, Ottawa, Ontario K1G 3H9, Canada.

A comprehensive study of a five year rural development project near Cundinamarca, Colombia, designed to raise the standard of living for small farmers. The project provided direct technical and resource support to the farmers in the areas of agriculture, animal raising, and home improvements. The report discusses the advantages of a variety of methods to evaluate projects, and emphasizes the importance of an internal evaluator to provide on-going evaluations and recommend adjustments in activities. Some evaluative components used to evaluate the Caqueza project included a diagnostic baseline study, a social impact evaluation, cost-benefit analysis, and analytical evaluation of various components of the project. 386 pp.

3.0 COST EFFECTIVENESS

Ahmed, Manzoor. The Economics of Non-Formal Education: Resources, Costs and Benefits. 1975. Praeger Publishers, Inc., 111 Fourth Avenue, New York, New York 10003, USA.

This study is part of a series in international economics and development carried out with the Program in International Education Finance, University of California, Berkeley. It presents evidence to show that the cost savings of non-formal education reside mainly in reduced expenditures on human time. For example, many teachers work as unpaid volunteers, and classes can be held when participants have completed their daily economic pursuits so that their loss of income is minimal. The author warns, however, that the cost of instructional materials and equipment may be higher per participant in non-formal programs than in formal programs of comparable quality. Includes a discussion of types of costs, indicators of effectiveness, and measures of benefits. 124 pp.

Basile, Michael L. A Quantitative/Qualitative Survey of Cost-Reducing Innovations in Non-Formal Education. 1982. Center for International Education, University of Massachusetts, Amherst, Massachusetts 01002, USA; or Program Office--Education, International Development Research Centre (IDRC), P.O. Box 8500, Ottawa, Ontario K1G 3H9, Canada.

Beginning with the premise that conventional cost-benefit analysis by itself does not adequately incorporate qualitative factors in its assessment, the author proposes a broadening of the cost-benefit perspective. This broadening, in the form of a composite matrix, will allow inclusion of both quantitative and qualitative dimensions of costs and benefits. A number of innovations in non-formal education were determined to be cost-effective by using this method, and narrative descriptions of each are provided. Also, some of the assumptions behind implementation of specific strategies for non-formal education are identified. 61 pp.

Borus, Michael E. A Cost-Effectiveness Comparison of Vocational Training for Youth in Developing Countries: A Case Study of Four Training Modes in Israel. n.d. School of Labor and Industrial Relations, Michigan State University, 403 South Kedzie Hall, East Lansing, Michigan 48824, USA.

Describes the operation of four vocational training programs for youth in Israel during 1969 and 1970. The programs were apprenticeships, short courses for out-of-school youth, industrial schools, and vocational secondary schools. Costs of training were analyzed and graduates' earnings were compared to determine the least-cost method for training labor forces in developing countries. The author concludes that non-formal techniques, particularly apprenticeships, represent the least-cost method for skills training purposes in developing countries where conditions are comparable to Israel. 23 pp.

Borus, Michael E. Measuring the Cost of Non-Formal Education. n.d. Available from the Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

The author challenges the opinion that non-formal education programs are less costly than formal ones. He reviews, as an example, a cost comparison of non-formal education (Village Polytechnics) with formal education (primary and secondary schools) in Kenya. Borus claims that the comparison is inappropriate for it applies incomplete accounting analysis and fails to consider who incurs the costs of the programs. He suggests that, if cost comparisons are to be made, certain types of information need to be collected and proposes a research project to test the feasibility of collecting cost data. 21 pp.

Bowman, Mary Jean. "Converging Concerns of Economists and Educators." In Ronald A. Wykstras (ed.), Education and the Economics of Human Capital. 1971. The Free Press, 866 Third Avenue, New York, New York 10022, USA.

Closely examines the differences between the private and social aspects of investment in education. The private rate of return takes into consideration what education adds to a person's lifetime income, as well as how much the person has to give up to obtain that education. The social rate of return includes what benefits the population receives from a person's education and the costs of that education to society. The author also explores the concepts of opportunity costs, income-time flows, and time preferences, while carefully identifying the limitations involved in the economic analysis of education. She concludes that "the rate-of-return approach can be of crucial importance in developing a national public policy towards investment in education." pp. 52-67.

Coombs, Philip H. and Jacques Hallak. Managing Educational Costs. 1972. Oxford University Press, 16-00 Pollitt Dr., Fairlawn, New Jersey 07410, USA; or Walton St., Oxford OX2 6DP, England, UK.

Aims to provide educational planners and administrators with an understanding of cost analysis and the purposes it can serve in educational systems. In three parts, the book deals with the functions of cost analysis, types and determinants of educational costs, and practical suggestions for doing one's own cost analyses. Examples from numerous countries are used to practically demonstrate the art of using cost effectiveness analysis as an educational management technique. 288 pp.

Dall, Frank. Towards a Cost-Benefit Analysis of Small Rural Non-Formal Training Projects in Zambia. n.d. Available from: Non-Formal Education Information Center (NFEIC), College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Outlines an economic approach to the evaluation of nine non-formal rural training projects for unemployed youth in Zambia. The paper explains two approaches to viewing rural training programs from an economic perspective; defines what is meant by cost-benefit analysis, including explanations of associated terms; and outlines some critical issues of cost-benefit analysis. The language and focus of the paper are directed towards those readers with some economic background. 15 pp.

Educational Testing Service (ETS). A Manual for the Analysis of Costs and Outcomes in Nonformal Education. 1979. International Office, ETS, Princeton, New Jersey 08541, USA.

Designed for practitioners, this manual is the result of a study that examines the applicability of cost-effective and cost-benefit analyses to non-formal education. Written to help those who have the responsibility of choosing among and carrying out educational projects, this manual provides a step-by-step guide to the basic techniques for cost-benefit analysis. Many examples and cases are used as illustrations of how costs can be calculated and how outcomes can be identified and measured. 408 pp.

Encarnacion, Jose Jr. An Auxiliary Model for Quantifying the Socioeconomic Impact of a Development Project. Discussion Paper No. 8003. 1980. University of the Philippines System, School of Economics Library, Diliman, Quezon City, Philippines.

Establishes a model for the evaluation of the socioeconomic impact of development projects. The model is designed to examine the positive and negative effects that projects can have in socioeconomic areas outside their main objectives. 14 pp.

Green, Lawrence W. Cost Containment and the Economics of Health Education in Medical Care. 1974. School of Hygiene and Public Health, Johns Hopkins University, 615 North Wolfe Street, Baltimore, Maryland 21205, USA.

A discussion of the economic costs and benefits of health education in medical care settings, addressed to clinical administrators. The author concludes that the potential benefits of health education far outweigh the costs; and that health education, medicine, and surgery should form a complementary system. 9 pp.

Haddad, Wadi D., with Aklilu Habte et al. Education: Sector Policy Paper. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

This paper summarizes The World Bank's interpretation of current issues in educational development, in relation to overall development goals. Five separate chapters are devoted to the major issues outlined — rates of participation in schooling; quantitative and qualitative inefficiencies in education; relationship between education and work; development of managerial, administrative and analytic capacities in educational planning; and financial constraints. These issues are discussed in terms of scope and magnitude, and strategies and related policies are suggested. External aid to education is then briefly described; and finally, The World Bank's past, present, and future policies with regard to lending in education are summarized. A series of annexes present a comprehensive range of data on education. 143 pp.

Hanada, K. The Evaluation of Educational and Economic Effects on Life Expectation by Linear Regression Analysis. 1981. HST/DSI, World Health Organization, 1211 Geneva 27, Switzerland.

Analyzes both cross-sectional and time-series data from ninety-two countries in order to investigate the impact of economic and educational factors on life expectancy rates, one indicator of the level of national health development. GNP per capita and adult literacy rates along with primary and secondary school enrollment are used to reflect the levels of economic and educational development, respectively. Results of the analysis suggest that the education factors are fairly strongly correlated with life expectancy and GNP per capita, but that the effect of education occurs over an extended period of time. 15 pp.

Hardin, Einar. Economic Evaluations of Nonformal Education. 1972. School of Labor and Industrial Relations, Michigan State University, East Lansing, Michigan 48824, USA.

Reviews the literature on economic returns to three types of non-formal education programs in the US and discusses the relevance of these for developing countries. Because of the generally profitable returns to programs which provide occupational re-training for unemployed adults, work experience for unemployed youth, and on-the-job training, the author suggests that if American experiences are directly transferable, developing countries might do well to invest in these kinds of non-formal education. He goes on to discuss some aspects of evaluation procedure which might be most important in a developing country context. Some of these include choosing to do evaluations which will influence policy, being aware of differential impacts of nonformal education projects on different groups, and facilitating international cooperation for developing evaluation methodology appropriate for evaluation in developing countries. 15 pp.

Harper, Malcolm H. A Prototype Experiment to Test the Possibility of a Cost-Effective Extension Service for Small-Scale General Retailers. Discussion Paper No. 193. 1974. Institute for Development Studies, University of Nairobi, P.O. Box 30197, Nairobi, Kenya.

Describes a cost effectiveness study of a model extension service for small businesses in Kenya. The unique quality of the program is that fourth form school leavers are employed as the extension staff after a minimum of specialized training. A standard diagnostic procedure, made up of a set of questions and suggested recommendations, enables the staff to help business people with individualized advice. The economic benefits of this type of extension service indicate the possibility of nationwide replication of the program. 22 pp.

Heyneman, Stephen P. The Evaluation of Human Capital in Malawi. World Bank Staff Working Paper No. 420. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Explores some of the relatively neglected aspects of human capital investment in Malawi. In evaluating the economic returns to educational investments, the quality of knowledge transfer, and the impact of education on an individual's productivity, this study contrasts the educational experiences in Malawi to that of other developed and developing countries throughout the world. Scarcity of educational supplies, lower status of health and nutrition, and inadequate supply of educational opportunity emerge as sources of poor performance. This suggests that returns will be high on future educational investment. 101 pp.

High/Scope Educational Research Foundation. Preschool Education in Latin America -- A Survey Report from the Andean Region. Volume I. 1978. High/Scope Educational Research Foundation, 600 North River Street, Ypsilanti, Michigan 48197, USA.

This is the first of a four-volume series on preschool education in Latin America. It presents the findings of a survey of programs concerned with preschool-age children and their families in Bolivia, Chile, and Colombia. Providing a comparative analysis of the existing conditions in those countries, the report discusses the goals, views, and programs of international agencies engaged in activities related to early childhood education. It explains various rationales behind investments in preschool education, including increased equity and educational opportunity for poor children, greater efficiency of the formal educational system through less wastage, optimal development of human resources, and increased productivity in the future for society. The report also discusses types of economic analyses that can be used in evaluating the effectiveness of early childhood education programs, and raises basic policy issues regarding the provision of preschool education. The volume contains a select annotated bibliography, and a list of variables that influence decision-making processes in early childhood education in Latin America. 149 pp.

Hudson, Barclay M., with Russell G. Davis et al. Knowledge Networks for Educational Planning: Strategies for the Better Use of University Resources. 1976. The Networks Project, Urban Planning Program, School of Architecture and Urban Planning, University of California-Los Angeles, Los Angeles, California 90024, USA.

A report investigating the potential for establishing university-level "knowledge networks" for facilitating educational planning. One chapter discusses the role of cost-effectiveness analysis in planning educational projects. The authors discuss the methodological problems associated with, for example, defining costs and benefits, and incorporating multiple project objectives. Because of these problems they suggest that ordinal comparison, or a "compass" approach for selecting projects, might be more useful than standard applications of cost-benefit analysis. In this approach, choices among policy alternatives are based upon a comparison between a general measure of the differences between two options, rather than on precise calculations of costs and effectiveness. 126 pp. + appendices.

Hudson, Barclay M. and Russell G. Davis, with David Mason et al. Knowledge Networks for Educational Planning: Issues and Strategies. 1980. IIEP Research Report 35. International Institute for Educational Planning (IIEP), 7-9, rue Eugene-Delacroix, 75016 Paris, France.

Focuses on strategies for designing knowledge networks for effective use by educational planners. The report discusses types of knowledge networks, forms and levels of knowledge utilization, and conflicts among knowledge users and producers. One chapter deals with methods for analyzing the cost-effectiveness (CE) of knowledge networks. It emphasizes the difficulties in applying CE analyses, including a discussion of measurement problems, and advocates a "compass approach." This approach calls for grouping networks within a broad typology of case-studies in order to identify comparable alternatives and provide a decision making framework within which to weigh the multiple dimensions of costs and effectiveness. 207 pp.

Hunter, John M. Contributions and Shortfalls: Economic Analysis and Nonformal Education. 1981. Available from Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

The problem of efficiently allocating resources to educational investment is the central concern of this paper. While the author offers no specific solutions, he formulates a number of important questions for policymakers. The estimation of costs (inputs) and benefits (outputs) in non-formal and in formal education is complex, and in many instances not susceptible to quantitative analysis. Given these constraints, Hunter discusses the economic rationale behind such approaches as cost-benefit ratios and internal rates of return, and compares them with an alternative approach, planning work-force needs. The issue of "economics of scale" in mass education, in connection with the dangers of non-formal education becoming a cheap substitute for formal education, is also raised. 36 pp.

Hunter, John M., Michael E. Borus, and Abdul Mannan. Study Team Reports: Economics of Non-Formal Education. 1974. Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

Contains three essays entitled "Economic Analysis and Non-Formal Education", "Measuring the Cost of Non-Formal Education", and "Trends and Issues in the Economics of Non-Formal Education". The first emphasizes the importance of using cost-benefit ratios and rates of returns in measuring the effectiveness of non-formal education, in spite of the problems associated with such economic analyses in developing countries. The second essay demonstrates that more data must be collected before non-formal education can be determined less costly than non-formal and formal education. The final essay reviews the state of the art of non-formal education, demonstrating theoretically that non-formal education can be an effective alternative to formal education. In addition to analyzing the use of cost-benefit and rate of return methods in non-formal education, the author provides a list of principles to guide planners and policy makers. 193 pp.

Inter-American Development Bank. Seminar on the Financing of Education in Latin America. 1978. Inter-American Development Bank, 808 17th Street, N.W., Washington, D.C. 20577, USA.

Presents a compilation of papers from the Second Seminar on the financing of education which continued the dialogue initiated at the First Seminar. One of the areas analyzed is new policies and priorities in the educational sector related to social development. Particular attention is given to the need to shift emphasis from high unit cost secondary and post secondary levels to low unit cost primary levels in order to increase the social and economic benefits available to lower income groups. Evaluation studies on vocational training programs reveal that the high cost per student is compensated for by a high rate of return on the investment because of a great demand for skilled laborers. 382 pp.

Jamison, Dean and Steven Klees. The Cost of Instructional Radio and Television for Developing Countries. 1973. Information Center on Instructional Technology, Academy for Educational Development, 1424 16th Street, N.W., Washington, D.C. 20036, USA.

Provides information on cost-effectiveness and cost-benefit analyses of instructional television and radio projects. Eight projects in developing countries (Colombia, American Samoa, El Salvador, Mexico, Ivory Coast, Thailand and Indonesia) are analyzed. Appendices include the cost of printed materials and computer-managed instruction, and the opportunity cost of instructional technology. 57 pp.

Jamison, Dean, Steven Klees, and Stuart Wells. The Costs of Educational Media: Guidelines for Planning and Evaluation. 1978. Sage Publications, 275 South Beverly Drive, Beverly Hills, California 90212, USA.

In an attempt to improve educational cost-effectiveness and cost-benefit analyses, the authors suggest a model for evaluation studies. Two chapters discuss the methodology and problems of educational cost analysis in general, and two depict special considerations in making cost-analyses of instructional radio and television projects. Cost analyses of seven radio and television instructional projects in Central America, Korea and the US are discussed. One conclusion is that the use of instructional radio and television may help reduce overall unit costs in some cases, but other social questions must first be answered before deciding to use these media. These include the concern for whether a diploma from a television high school will be as marketable as one from a regular high school, and whether such a school would only exacerbate the problem of rural youth migration to urban areas. 255 pp.

Klees, Steven J., Stuart J. Wells, and Dean T. Jamison. Economic Analysis of Communication Media for Education and Development. 1976. Institute for Communication Research, Stanford University, Stanford, California 94305, USA.

The paper describes the utilization of three major techniques of economic analysis--cost, cost-effectiveness, and cost-benefit analyses--for examining alternatives of technology-based education and communication methods in developing countries. Using a hypothetical country as an example, it discusses the approach, considerations, and limitations of the application of cost, cost-effectiveness, and cost-benefit analyses to particular alternatives of instructional technology. 109 pp.

Linn, Johannes. Economic and Social Analysis of Projects in the World Bank: Principles and Applications. Occasional Paper No. 1. 1976. Project Planning Center for Developing Countries, University of Bradford, Bradford, West Yorkshire BD7 1DP, England, UK.

Reviews past and current World Bank methodologies for evaluating development projects. Techniques developed by Squire and van der Tak for measuring costs and benefits against broader social objectives are applied to a sample of projects evaluated against traditional efficiency objectives to highlight advantages of this newer approach. 23 pp.

Mannan, M.A. The Economic Aspects of Non-Formal Education: A Selected Annotated Bibliography. Supplementary Paper No. 3. 1975. Non-Formal Education Information Center, College of Education, 237 Erickson Hall, Michigan State University, East Lansing, Michigan 48824-1034, USA.

A selected annotated bibliography on non-formal education in general and the economics of non-formal education in particular. Includes references dealing with economic issues, cost-benefit analysis, investment and return in human capital, and economics of on-the-job training and re-training. 81 pp.

Mayo, John K., Emile G. McNany, and Steven J. Klees. The Mexican Telesecundaria: A Cost-Effectiveness Analysis. 1973. Information Center on Instructional Technology, Academy for Educational Development, 1424 16th Street, N.W., Washington, D.C. 20036, USA.

A study reviewing alternative educational strategies through a comparative cost-effective approach. The authors compare Mexico's Telesecundaria--a program using instructional television for secondary education--to that of the country's regular secondary schools. The study's main objectives were to 1) evaluate the cost-effectiveness of Telesecundaria; 2) suggest possible means of improvement; and 3) make the program known to other countries interested in instructional television. The findings of the evaluation showed that Telesecundaria was about 25% less expensive to operate than the regular secondary schools in Mexico; students in both schools learned with the same degree of success; and students in both programs held high educational and career aspirations. Concludes that Mexico's Telesecundaria is a very cost-effective system for increasing educational opportunity. 152 pp.

Monson, Terry D. A Note on Measuring Educational Returns in LDCs. Discussion Paper No. 63. 1977. Center for Research on Economic Development, University of Michigan, Ann Arbor, Michigan 48108, USA.

Modifies the standard Internal Rate of Return methodology for calculating educational returns to include measures of educational failure and screening. When the modified procedure was applied to the Ivory Coast, estimated returns to education declined by as much as fifty percent. This suggests that where failure or screening rates are high, educational returns may be exaggerated by the standard methodology. 12 pp.

de Moura Castro, Claudio, Milton Pereira de Assis, and Sandra Furtado de Oliveria. Ensenanza Tecnica--Rendimientos y Costos. Estudios y Monografias No. 35. 1978. Centro Interamericano de Investigacion y Documentacion sobre Formacion Profesional (CINTERFOR), Casilla de Correo 1761, Montevideo, Uruguay.

Educational costs can be analyzed to determine how to reduce them without negatively affecting the quality of education. Therefore, it is useful for technical education administrators to know the breakdown of costs of their vocational education programs. The first part of this document provides a manual to calculate costs of technical education programs. The second part uses case studies to analyze the effectiveness of technical education programs in fulfilling the expressed aspirations of the students. For example, the student's objectives are compared to the objectives of vocational courses in which they are enrolled. A questionnaire is included for vocational students and another one for vocational school administrators to analyze their programs. In Spanish. 235 pp.

Ndongko, Wilfred A. Evaluation of a Non-Formal Education Project. 1978. Department of Economics, University of Calabar, P.M.B. 1115, Calabar, Nigeria.

This document proposes an approach to evaluating NFE Projects that emphasizes their "quantitative aspects in terms of measurable objectives and the relevance of the inputs to outputs." The author defines non-formal education, analyzes its various types, develops a methodological framework within which to establish a project, examines the appropriate technologies to consider when planning a project, and explains how to evaluate the project design. He points out that one of the most important considerations in evaluating projects should be the indirect or side effects, such as upward social mobility in the labor market. Thus it is important to determine whether or not expected increases of income among the trainees and the costs involved with their training are compatible. He concludes that while non-formal education should not be viewed as a replacement for formal education, it should be given increasing emphasis, especially in developing countries where it can do much to benefit the entire society. 68 pp.

Centre for Educational Research and Innovation (CEIRI), Organisation for Economic Co-operation and Development (OECD). The Economics of Early Childhood Services. 1980. CERI, OECD, 2 Rue Andre Pascal, 75775 Paris, Cedex 16, France; or The London School of Economics and Political Science, University of London, Houghton Street, London WC2A 2AE, England, UK.

A working paper for an international conference on issues of early childhood policies, this paper examines the costs and benefits related to daycare programs. Specifically, it looks at the benefits of creches for children from birth to three years of age, and kindergartens for three to five year olds in some of the industrialized countries. The thrust of the paper is to investigate the economic costs and benefits of lowering the school entry age. Documented early development of children's abilities is one of the benefits which lends support to such a policy. The paper describes the components to be considered at the national level in calculating the costs per child in daycare facilities, and the benefits to be derived for the child, mother and society. It also contains data from various countries on factors related to the types and numbers of childcare facilities and expenditures. The author proposes that although other considerations besides economic factors must be taken into account, the benefits of childcare programs should be monetized in order to compete with other programs that are vying for funding from the public sector. 65 pp.

Pascal, Charles E. Modular Instruction and Cost Effectiveness. n.d. Centre for Learning and Development, McGill University, Montreal, Quebec H3A 1Y2, Canada.

Discusses cost-effectiveness: its meaning and how it differs from cost-benefit. The author outlines cost-components for modular instruction (MI), and discusses factors that affect the predictability and potential of MI in managing educational problems. 9 pp.

Perraton, Hilary (ed.). Distance Teaching for Formal Education: What the Projects Tell us About Costs and Effects. 1978. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Reports on cost-effectiveness of distance teaching within the formal education system. Part 1 presents the historical background, uses, costs, and methodologies of distance teaching. Conditions for success in distance teaching include: an effective use of a variety of media, student motivation, and a strong organizational support system that provides feedback for the student. Part 2 contains a comprehensive report of seven case studies. These include: secondary education quality improvement in Mauritius; provision of equivalency education for lower secondary schools in Brazil and Malawi; out-of-school university education in Israel; teacher in-service training in Kenya; and secondary education in South Korea. Concludes that distance teaching has a significant influence on the provision of quality education to wider audiences and that the cost advantages of distance teaching will continue to grow. In addition, case-study comparisons identify the following as significantly bearing on cost-effectiveness: a minimum enrollment-level is needed; the higher the level of education offered, the greater the cost; and technically sophisticated programs involve immediate higher cost, though results may follow at a much slower rate. As this study has restricted its scope to distance teaching methods within the formal education system, a second study is planned for non-formal education. 432 pp.

Perraton, Hilary. The Cost of Distance Education. International Extension College (IEC) Broadsheets on Distance Learning No. 17. 1982. IEC, 18 Brooklands Avenue, Cambridge CB2 2HN, England, UK.

Based on field experiences and examples from various countries, the author discusses the relative cost of distance education media--such as print, correspondence courses, radio, and television--and the difficulties in making cost estimates. He also compares the costs of various media with each other and with conventional classroom teaching, using criteria such as level of education, sophistication of equipment, and audience size. He proposes to apply separate methods for managers to analyze costs using simple and conventional book-keeping techniques, and for economists who can calculate average cost per student, treating fixed and marginal costs separately. 65 pp.

Potts, David. The Discount Rate and the Shadow Prices of Investment in Integrated Systems of Social Cost Benefit Analysis. Occasional Paper No. 5. 1979. Project Planning Centre for Developing Countries, University of Bradford, Bradford, West Yorkshire BD7 1DP, England, UK.

Explores different interpretations of the shadow price of investment concept in social cost benefit analysis. Particular attention is paid to the relationships among the various parameters in the different methodologies of Little and Mirrlees, UNIDO, and Squire and van der Tak, and to the impact of the choice of discount rate on the meaning of the shadow price of investment. 28 pp.

Psacharopoulos, George. "Rates of Return to Investment in Education Around the World." Comparative Education Review. February 1972. Comparative Education Review, University of Chicago Press, 5801 S. Ellis Avenue, Chicago, Illinois 60637, USA.

Explores the economic return of investment in education in thirty countries at various stages of development and traces patterns that may exist between the educational returns and other socioeconomic characteristics of the countries involved. Social and private rate of return estimates are examined, as well as how these rates relate to each other. The author then questions whether the rates of return present any systematic, cross-country pattern. Also included is a comparison of the return of educational investments to the returns of investments in physical capital and an examination of how the rates of return in education related to the levels of economic and educational development within the countries involved. The author concludes that the rate of return to investment in education is higher than that of most alternative investment opportunities; the profitability of education appears to decline with higher educational levels; and less developed countries generally receive higher rates of return on educational investments than do more advanced countries. pp. 34-67.

Psacharopoulos, George, with Keith Hinchliffe. Returns to Education: An International Comparison. 1973. Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111, USA; or Elsevier Scientific Publishing Company, 335 Jan van Galenstraat, Amsterdam, Netherlands.

Reviews fifty-two "rate of return" case studies from thirty-two countries in order to uncover patterns in the returns to educational investments in human capital. In seeking answers to questions of the profitability of these investments with respect to economic development and alternative investments in physical capital, this synthesis draws four conclusions. The authors suggest that first, education is a good investment particularly at lower educational levels; second, higher returns are generally achieved in developing countries; third, differences between rich and poor countries are more a function of differences in human rather than physical capital; and fourth, differences in the returns to education can help explain international migration, or the brain drain. 216 pp.

Scandizzo, Pasquale L. and Odin K. Knudsen. The Evaluation of the Benefits of Basic Need Policies. World Bank Reprint Series No. 138. 1980. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A technical paper which "presents a method to quantify social benefits of basic need policies by (a) relating their definition to the degree of fulfillment of accepted social standards, and (b) recasting the analysis of basic need projects within the general framework of shadow pricing in cost-benefit analysis." Citing examples from six developing countries, the authors conclude that the actual provision and maintenance of a minimum standard of food consumption would greatly enhance the present incentives for food production if the increased food supply benefits the undernourished. 12 pp.

Simkins, Tim. "Recurrent Education: Some Economic Issues." Higher Education. Vol. 3, 1976. T.J. Simkins, Department of Adult and Higher Education, University of Manchester, Oxford Road, Manchester M13 9PL, England, UK.

Recurrent education, or learning during intervals interspaced with periods of working, has attracted interest internationally in recent years. Such a system is being compared with the common "apprenticeship" or "front-end" model, in which learning is done during childhood and youth in preparation for working upon reaching adulthood. This paper "applies the principles of social cost-benefit analysis to the recurrent education model and contrasts it with the conventional 'apprenticeship' or 'front-end' model of provision." Simkins looks at the implications of the recurrent model, and suggests that such a model may have some economic advantages. However, he points out that there has been little research on the topic, so the results and conclusions must be tentative. The article concludes with a questioning of the appropriateness of using cost-benefit analysis as a tool for deciding between alternative educational strategies in view of the fact that the criteria for educational policy-making may not be primarily economic. pp. 363-376.

Simmons, John. The Income Benefits From Formal and Informal Education: Estimates for a Socioeconomic Model. 1973. Development Research Group, Center for International Affairs, Harvard University, Cambridge, Massachusetts 02138, USA.

This report is based in the author's study of the earnings of blue-collar workers in the Tunisian shoe industry. He argues that past investment in schooling in developing countries has had little impact on economic growth because of the unrealistic assumption held by planners that rural and industrial development could only take place if farmers and workers were formally educated. The author concludes that formal education has not been effective in increasing the earning power of blue-collar workers in developing countries, since it has, in many cases, been based on Western models. He proposes a conceptually more complete model for measuring the benefits from education which incorporate the worker's socioeconomic status, self-concept, intelligence, and motivation. 41 pp. + appendices.

Sirken, Irving A. (ed.). Education Programs and Projects: Analytical Techniques, Case Studies, and Exercises. EDI Seminar Paper No. 13. 1976. Economic Development Institute (EDI), International Bank for Reconstruction and Development, World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

A collection of articles, case studies, and exercises used by the World Bank for training educational officers from developing countries. Specific concerns include the identification, preparation, appraisal, implementation, and financing of educational programs and projects. Four chapters discuss the economic assessment of educational projects by means of forecasting personnel and resource requirements, and using cost-benefit analyses. Case studies from El Salvador and the Ivory Coast demonstrate benefits and limitations of applying cost-benefit analyses when evaluating educational programs. The most significant limitation noted is that non-economic benefits of education are often the most important outcomes, yet are not measurable in economic terms. 235 pp.

Stromadorfer, Ernst W. Cost-Effectiveness Studies of Vocational and Technical Education: A Comprehensive Bibliography. Council of Planning Librarians Exchange Bibliography No. 362. 1973. Council on Planning Librarians, Post Office Box 229, Monticello, Illinois 61856, USA.

Brings together studies dealing with quantitative economic evaluation of vocational education and related manpower programs. Including entries up to September 1971, this listing is organized into sections on conceptual issues, vocational education, manpower programs, general works, and bibliographies. 42 pp.

Swett, Francisco X. Formal and Non-Formal Education in Educational Development: Some Issues Examined. Discussion Paper No. 53. 1975. Research Program in Economic Development, Woodrow Wilson School, Princeton University, Princeton, New Jersey 08540, USA.

A critical examination of the role of non-formal education in economically developing countries. The author examines the accomplishments, as well as the limitations and failures of formal education. He then reviews the literature on non-formal alternatives, focusing on studies that provide systematic evaluations, and discusses the limitations of benefit-cost analysis in non-formal education. He concludes that "the virtues and cost-effectiveness of nonformal education programs are still more speculative than proven." 96 pp.

Tan, Edita A., Tereso S. Tullao, and James McMaster. Cost-Effectiveness Analysis of Project IMPACT for the Philippines. 1978. Southeast Asian Ministers of Education Organization (SEAMEO), College of Education Building, University of the Philippines, Diliman, Quezon City, Philippines.

A cost-effectiveness study of Project IMPACT (Instructional Management by Parents, Community and Teachers) undertaken in the Philippines. The study examines the costs of this alternative system of elementary education in light of the expenses incurred in traditional schools. Evaluation shows that the students learning under the Project IMPACT system often attain higher cognitive achievement than those in conventional schools. This higher success at learning is accompanied by lower financial outlay, thus leading to an investigation into the feasibility of expanding the Project IMPACT learning system to a much wider area of the country. The authors explore the costs involved in converting conventional schools to IMPACT Community Learning Centers, the cost advantages of the use of IMPACT instructional modules over traditional textbooks, and the educational benefits derived from such a conversion. 41 pp.

Tolentino, V. Bruce J. "Economic Cost Structures and Patterns in Non-Formal Education: The Case of the Adult Education Program of Dansalan College." PSSC Social Science Information. July-September, 1979. V. Bruce J. Tolentino, Director, Dansalan College, Community Science, P.O. Box 5430, Iligan City 8801, Philippines.

Considers potential criteria for cost analyses of non-formal education programs in developing countries. Initial investment and cost aspects of an NFE project for adults in the Philippines were analysed based on criteria from economic measurement theory. Although the criteria proved useful in understanding the program's expenditures, the author cautions that such criteria are narrowly defined and do not measure hidden costs. He concludes that economic theory criteria are by themselves insufficient for evaluating an NFE program. Other criteria are needed to consider a project's moral, ethical, psychological, sociological, and political dimensions. pp. 15-17, 33-34.

Ullah, Wasi. Economic Analysis of Adult Education. 1977. Education Department, Agro-Technical College, N.W.F.P. Peshawar, Pakistan.

Examines the use of cost-benefit analysis for the evaluation of educational alternatives. In this context the author defines the term "cost-benefit analysis" as "the valuation of the outcomes of public sector investment", and outlines the costs and benefits that the society, the individual, and the government can derive from a given educational activity. Ullah also presents three methods to mathematically calculate and compare costs and benefits. The technique of cost-benefit analysis is then applied to the financing of adult education. The final sections deal more specifically with the implementation of adult education plans in Pakistan. 20 pp.

United Nations Asian and Pacific Development Institute (UNAPDI). Delivery of Social Services with Special Reference to Children and Women. 1977. UNAPDI Library and Documentation Centre. UNAPDI, The United Nations Building, Rajadamnern Avenue, Bangkok 10200, Thailand.

This special bibliography covers resources held by the UNAPDI Library Documentation Centre and by libraries of the Economic and Social Commission for Asia and the Pacific, UNICEF, and Unesco. The items listed are grouped into the four following categories: problem identification; analytical frameworks for social policy and planning, resource allocation, and cost-benefit analysis; alternative approaches to social service delivery; and alternative strategies for the organization and management of social services. 64 pp.

Woodhall, Maureen. "Investment in Women: A Reappraisal of the Concept of Human Capital." International Review of Education. Vol. 19, No. 1, 1973. Martinus Nijhoff Publishers, P.O. Box 566, 2501 CN The Hague, Netherlands.

Most research on human capital investment has concentrated on education for men. This article shifts the focus to the other component of human capital and points out that investment in the education of women can be just as fruitful as investment in the education of men both at the individual and societal levels. Differences between men and women in earning patterns, access to education, and quality of training can be partially explained by viewing them as a function of inequitable investment. pp. 9-28.

Zymelman, Manuel. Financing and Efficiency in Education: Reference for Administration and Policymaking. 1973. The Nimrod Press, Division of Arts and Humanities, Council of Tulsa, 2210 South Main Street, Tulsa, Oklahoma 74114, USA.

In view of the ever growing demand to limit increasing expenditures in the educational sectors within developed and developing countries, this book examines educational systems from both financial and efficiency viewpoints. The first part explores known methods for financing education, reviewing the advantages and disadvantages of each. The second section considers the efficiency of educational expenditures. Of particular interest is the portion dealing with evaluating educational efficiency through cost-benefit and cost-effective analyses. Because of the difficulty in assessing educational benefits, the author also has included a general framework for evaluating educational outputs and a discussion of methods for determining the economic value of education. 313 pp.

Zymelman, Manuel. The Economic Evaluation of Vocational Training Programs. World Bank Staff Occasional Paper No. 21. 1976. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA.

Compares and evaluates different methods and combinations of on-and off-the-job vocational training. Examines the economic and institutional factors that affect decisions regarding mode of training. The author contends that one should choose a method for its appropriateness rather than only for its cost-effectiveness. The final chapters consider the evaluation of programs and proposals for vocational training. Appendices include a useful review of the literature. 122 pp.

4.0 RECENT ACQUISITIONS

Casley, Dennis J. and Denis A. Lury. Monitoring and Evaluation of Agriculture and Rural Development Projects. 1982. The World Bank, 1818 H Street, N.W., Washington, D.C. 20433, USA; or The Johns Hopkins University Press, Baltimore, Maryland 21218, USA. 143 pp.

The Courier. "Evaluation." No. 80, July-August 1983. Commission of the European Communities, 200, rue de la Loi, 1049-Brussels, Belgium. 120 pp.

German Adult Education Association (DVV), Department for International Cooperation. Evaluation of the Journal Adult Education and Development. 1983. DVV, Fachstelle für Internationale Zusammenarbeit, Rheinallee 1, 5300 Bonn 2, West Germany. 102 pp.

Kalumba, Katele. Working with the Rural Poor in Zambia: A Report on the Participatory Evaluation of the BAM-Chungu Rural Development Project. 1982. Institute for African Studies, Community Health Research Unit, P.O. Box 30900, Lusaka, Zambia; or School of Humanities and Social Sciences, Department of Social Development Studies, P.O. Box 32379, Lusaka, Zambia. 69 pp.

Nutrition News. "Evaluation of Nutrition Programmes." Vol. 4, No. 4, July 1983. National Institute of Nutrition, Tarnaka, Hyderabad 500007, India. 6 pp.

Pietro, Daniel Santo. Evaluation Sourcebook for Private and Voluntary Organizations. 1983. American Council of Voluntary Agencies for Foreign Service (ACVAFS), 200 Park Avenue South, New York, New York 10003, USA. 166 pp.

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